



## NUS National Platform

ADOPTED BY NUS NATIONAL CONFERENCE

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# Student Unionism

- 1.1 The NUS supports increases to voter turnout for student union annual elections and all other university student elections.
- 1.2 The NUS will review each student unions voter reach and turnout.
- 1.3 The NUS will conduct a review into how campuses can increase voter turnout
- 1.4 The NUS will recommend methods to improve voter turnout for student union elections
- 1.5 The NUS recognises that campaigns must be organised from the bottom up to ensure the genuine interests of the students are represented, rather than what the NUS perceives the interests of students to be.
- 1.6 The NUS supports campus-led initiatives and will engage in decentralised planning initiatives with the intent to engage students through genuine grassroots organising, i.e. Students Against Placement Poverty.
- 1.7 The NUS stands in solidarity with university staff who have been on strike for better pay and conditions. We recognise that staff working conditions are student learning conditions. We condemn university managements across the country for their appalling attempts at union busting and cutting wages and conditions.
- 1.8 The NUS will support and promote industrial action taken by university staff for better pay and conditions. We will encourage students to attend and support such actions
- 1.9 The NUS supports advocating for the controlling body of all student unions and associations to be held by students enrolled at that respective university. NUS will push for all student associations and unions that act to represent the student body in discussions with universities to have a mandatory majority of students in the relevant controlling body.
- 1.10 The NUS advocates for democratic, student-led control over organisations which receive SSAF funding.

- 1.11 The NUS encourages students to agitate for the democratic restructuring of SSAF-funded organisations that are not meaningfully controlled by students.
- 1.12 NUS will work harder to secure a minimum of 50% allocation of SSAF for student unions. This will involve advocating with university administrations, raising awareness among students and collaborating with student organisations. The campaign will highlight the importance of these funds in enhancing the student experience, supporting essential services, and promoting student representation and participation in university life.
- 1.13 The NUS supports and will campaign for a scholarship committee/panel at every university to support the enhancements of scholarships for all students from every type of curricular, co-curricular and financial background. In addition to having students to hold the university accountable for any/all procedures regarding scholarships. The NUS supports that all scholarship boards should have a student representative on it.
- 1.14 NUS will publish the following statement in consultation with the President and Ethno Officer on it's social media, and send the statement as a press release to all major media outlets, as well as Crikey, Overland, and the Saturday Paper, etc., within 24 hours after Natcon.

“The National Union of Students firmly opposes the Israeli government’s bombardment of Gaza, which has left over 20,000 people dead, and has displaced the majority of the population. We condemn the collective punishment by Israel of civilians by depriving them of food, water, medical supplies and other basic necessities. We send our unequivocal solidarity with all those subjected to the escalating genocide. NUS opposes violence against all civilians.

We strongly condemn attacks that result in the destruction of schools, universities and educational institutions. NUS stands in solidarity with students and staff who have been expelled or fired from schools and universities in Israel and Palestine, for social media posts critical of the IDF’s actions in Gaza.

The NUS acknowledges that calls for a free Palestine are not anti-Semitic and supports students across the country rallying in support.

We make an urgent call for an immediate end to the siege on Gaza, and an end to the occupation of Palestine. In order to prevent more loss of life, we call for the lifting of the current blockade on humanitarian supplies, including access to water, food and healthcare as a fundamental human right. We condemn the Australian Government's support for Israel.

The National Union of Students stands for an end to this genocide. Peace can not be obtained without equal rights for the Palestinians. We call for the world to recognise Palestinian self-determination.”

1.15 The National Union of Students condemns the repressive Israeli state and its endless campaigns of repression, torture, and murder of Palestinian activists.

1.16 The National Union of Students joins the international campaign demanding the release of Layan Kayed and all Palestinian political prisoners. The National Union of Students will make a public statement condemning the state of Israel and demanding the release of all other civilian women and all other civilian Palestinians as per international law from Israeli prison.

# Trade Unionism

- 2.1 The NUS and the NTEU shall actively work towards establishing and maintaining regular channels of communication at both national and local levels.
- 2.2 Student unions affiliated with the NUS shall be encouraged to establish dedicated communication channels to facilitate the exchange of information regarding ongoing campaigns.
- 2.3 The NUS commits to actively seek opportunities for joint campaigns, events, and initiatives that align with its policy platform to maximise collective impact.
- 2.4 The NUS will utilise our digital platforms for collaborative engagement where campaigns align with its policy platform.
- 2.5 NUS will push for minimum standards for students working in the gig economy, including minimum pay and improved safety conditions.
- 2.6 NUS condemns crossbench efforts to stall vital legislation that stands to benefit students working in the gig-economy.
- 2.7 NUS supports the federal government's Closing Loopholes Bill 2023.
- 2.8 The NUS strongly supports the values of trade unionism, and the right for workers to collective for better conditions, and will carry these principles in our own activism. We acknowledge that students and workers are united in their common struggle, and that student bodies must show solidarity with the broader trade union movement as a result.
- 2.9 The NUS supports all struggles by workers to achieve better working conditions and wages. We stand unapologetically on the side of workers, not bosses, and will come to positions on future disputes based upon this outlook.
- 2.10 Trade unions have been and remain an instrument of social change and progress in Australia, and the NUS aims to maintain and strengthen trade union organisation in support of students and workers. Recognising the special benefits and obligations of trade unions in the Australian industrial

relations system, the NUS supports a comprehensive review of current industrial and related laws and practices, and the abolishment of laws restricting the rights and powers of workers and their unions.

2.11 The NUS. believes that: –

- a. Every citizen has an inalienable right to industrial equality, that it is the primary purpose of society to encourage the active pursuit of human values aimed at individual happiness and improvements in the quality of life, and that this primary goal must never become secondary to abstract productivity goals or ruthless efficiency divorced from human considerations; and
- b. All persons have personal and proprietary rights in their employment and vocation as their primary source of economic security and fair distribution of national wealth, that these rights demand no lesser protection from society than other economic and civil rights, and should be freed from the straitjacket of outmoded master-servant attitudes and the historic legacy of wage slavery; and
- c. Wage and salary standards and employment rights and opportunities should apply equally to all workers, irrespective of their personal circumstances, age, or enterprise; and
- d. Equal pay for work of equal value will be achieved only when society recognises as equally important the contribution made by every member of the workforce, and that equality of remuneration and of opportunity, in employment and occupation, depends upon changes to outdated social and institutional attitudes as well as to economic and educational barriers; and
- e. Our industrial policy places human dignity and values first, and provides for the development of full human dignity in the industrial sphere; and
- f. The right of full employment and real economic justice, freedom, and security, the right to work in just and favourable conditions, the right to



organise in union, the right to strike, the right of workers to free choice in employment, and to exercise power in the management and the operation of the undertaking in which they are employed, are fundamental and must be emphasised; and

- g. The nation's productivity must be properly shared; and
- h. All persons ready, willing, and able to work are entitled to a living standard for themselves and their dependants commensurate with modern concepts, national prosperity, and restoration of Australia's reputation as a leader in social and industrial standards.

2.12 In conjunction with other relevant policies, the industrial and trade union policies of the NUS are designed to ensure the right of working people to: –

- a. An adequate standard of living; and
- b. An equitable share in the growing real output of the community; and
- c. A safe and healthy working environment; and
- d. Full and secure employment; and
- e. Equal opportunity and freedom from discrimination on grounds of race, sex and marital status, sexual orientation, age, religion, political opinion, physical appearance, physical or mental impairment, criminal or security record, national extraction, or social origin; and
- f. Organise in democratic unions on lines of trade and industry.

2.13 The National Union of Students prides itself on its history and support for the trade union movement, and our shared beliefs in the values of organised labour. The NUS supports efforts to increase the influence of trade unions over business, including restoring full trade union powers and providing prominent representation of trade unions on boards, commissions, trusts, and government-created bodies, as well as in the workforce.

2.14 Recognising the special benefits and obligations of strong trade unions in the Australian industrial relations system, the NUS supports amendments to

current industrial and related laws and practices, and shall campaign accordingly, in order to reach the following objectives: –

- 2.15 The facilitation of further amalgamation of industrial organisations, and the encouragement through every channel of the displacement of craft unionism by industrial unionism; and
- 2.16 The recognition of the rights of unions to regulate their own affairs in a democratic way, free from government and judicial interference, and at the same time providing unions with access to information and independent advice which will allow them, where necessary, to improve and update their rules and procedures; and
- 2.17 The continued encouragement of participatory democracy in registered industrial organisations; and
- 2.18 The resolution, in consultation with State and Territory governments and trade unions, of problems created for registered organisations at State and Territory and Commonwealth levels; and
- 2.19 The right of access to workers by the unions who represent them including personal, access, distribution of information and the convening of meetings of workers; and
- 2.20 The rights of unionists and their committees and representatives to have adequate time and opportunity during working hours to meet, discuss, analyse, prepare, and promote their ideas and initiatives; and
- 2.21 The recognition of the special role of job representatives and the provision of security in their employment and their freedom from victimisation, and the granting of the rights necessary for them to function effectively on behalf of the workers they represent; and The encouragement of the membership of registered organisations through the provision of preference to unionists in the taking of leave and, where practicable, in the light of legislative prescriptions, in their engagement and promotion and their retention in cases of retrenchments; and
- 2.22 Greater participation of disadvantaged groups, especially including

Aboriginal and Torres Strait Islander Australians, women, and migrants in trade unions, including through, in consultation with the unions, the provision of services such as education to encourage greater involvement, amenities, advocacy, and interpretation and translation facilities; and

- 2.23 Recognise that the legitimate role of the trade unions is not limited to legally-defined industrial matters, but to all matters of their membership's concern, including political concerns; and
- 2.24 Support the establishment and operation of effective procedures within the labour movement for the resolution of disputes between trade unions.
- 2.25 The NUS supports all struggles by all workers – regardless of their disability, gender identity, race, or sexuality – to achieve better working conditions and wages.
- 2.26 NUS recognises that labour rights, disability rights, and human rights are co-constitutive and that solidarity, in order to improve the socioeconomic participation of disabled people within education and employment, must be intersectional, accessible, and anti-ableist.
- 2.27 The NUS acknowledges not only the contributions of the disability rights movement to the labour movement and union movement but also the union movement's need to better support people with disability, largely stemming from historical and systemic ableism across Australia. NUS seeks to improve the accessibility of the union movement by supporting union members with disability – and by supporting initiatives to improve the representation of disabled leaders across all parts of the union movement.
- 2.28 The NUS believes that the maintenance of conditions which will make full employment possible is an obligation owed to the people of Australia by the government. Australian governments have to accept new responsibilities and exercise new functions to provide the general framework of a full employment economy, within which the operations of individuals and businesses can be carried on. We condemn the neglect of this objective by governments throughout the Commonwealth.

2.29 The NUS believes that one of the key aspects of the long-term unemployment problem throughout the industrialised world is that the economic system as it has evolved, motivated by profit, and increasingly dominated by monopolies and integrated on a world-wide basis, is no longer able to provide full employment, strong wages, and a reasonable standard of living for all.

2.30 The NUS believes that the Right to Disconnect Bill:

- a. Needs to be strengthened to include explicitly that these forms of work without pay are considered wage theft; and
- b. Needs to be expanded outside of the scope of offices and into shift-work scenarios such as provisions against re-rostering; and
- c. Needs to be expanded to consider duties before and after rostered times, and that workers should be rostered or paid where there exists an expectation to do this; and that without those provisions, it should be considered wage theft; and
- d. Needs to be brought into line with common law.

2.31 Employees must be entitled to request adequate flexible working arrangements. The NUS believes laws around flexible working arrangements should be amended to: –

- a. Make it the responsibility of the employer to provide evidence that a flexible working arrangement is operationally impossible to provide for an applicant; and
- b. Expand the classes of requests that employers are required to consider; and
- c. Make it easier for workers to dispute refusals of flexible working arrangements; and
- d. Extend these rights particularly to students engaged in studies.

2.32 NUS understands and respects the important role the police play in

keeping students and the community safe.

- 2.33 NUS notes that instances of systemic or systematic discrimination and unfair policing are inexcusable and should be stamped out.
- 2.34 To strengthen co-operation and co-ordination for the promotion and protection of the rights of migrant workers in Australia, and people around the world, the NUS: –
- 2.35 Expresses solidarity with the people of Afghanistan, and calls for humanitarian aid, and an end to gender apartheid; and
- 2.36 Condemns human rights violations committed against Afghan refugees in Pakistan; and
- 2.37 Urges the government of the Philippines to spearhead sincere, meaningful, and tangible action to end all forms of violations of freedom of association and promote progressive, worker-centred, and race-to-the-top labour relations in the light of the 2023 International Labour Organisation High-Level Tripartite Mission.
- 2.38 The NUS supports Solidarity with the broader Trade Union movement recognising the united struggle of Students and Workers
- 2.39 The NUS condemns Scab unions such as Red Unions and RAFFWUINC and denounces their deceptive and misleading practices
- 2.40 NUS office bearers will support registered trade unions and condemn incorporated scab unions (Red Unions and RAFFWUINC)

# Education

- 3.1 The NUS believes that AUKUS policy is in Australia's best interests strategically
- 3.2 The NUS recognises that the government's AUKUS policy has been greatly beneficial to students by providing many internship and graduate roles to students in tertiary education.
- 3.3 NUS applauds the South Australian jobs created by the AUKUS deal
- 3.4 The NUS commends and thanks the Albanese government for providing 4000 university scholarships
- 3.5 The NUS forbids any 2024 National Office Bearer from campaigning against the of AUKUS Nuclear Submarine Program
- 3.6 NUS condemns the practice of exploiting students in the name of placements and demands that universities must ensure placements are paid either by the employer or a new government welfare stipend.
- 3.7 NUS will advocate for an amendment to the Fair Work Act, to ensure all vocational placements are paid at a rate of at least minimum wage.
- 3.8 The NUS commits to ongoing lobbying and campaigning towards the Australian University Accords and positive policy change that benefits students and not convenience or corporate greed.
- 3.9 The NUS commends the work begun by the 2023 NUS Executive in their contribution to the Accords.
- 3.10 The NUS calls on the Federal Government to include the following considerations as priorities to take action on in the University Accords Final Report.

## Financial Barriers to Stud

The largest issue facing students and the main component of our submission has been the cost of living while studying. An inadequate welfare system

means that low-SES students, especially those who need to move from regional areas, need to work countless hours in order to just pay the bills.

- a. Increase parental means threshold and include more generous allowances for those who live out of home.
- b. Reduce Centrelink deductions in line with realistic work expectations
- c. Increase the rate of Youth allowance to above the poverty line (to at least \$88 per day)
- d. Increase rental assistance in line with average market rates: The current rental assistance rates for students are not keeping up with the market rates for rent.

### Unpaid Placements

Unpaid placements are a requirement for many degrees in Australia. This is an exploitative process where students have to give up paid employment to work hundreds of hours a semester for free. How are students expected to live when they have to give up paid employment to do unpaid work? Students are expected to support themselves through this period, often for 2-3 months just living off their savings.

- e. Ensure placements are paid either by the employer or a new government welfare stipend.
- f. Amending the Fair Work Act, to ensure all vocational placements are paid at a rate of at least minimum wage.

### Student Unions

Students are the largest stakeholder in the higher education sector and their voice is essential for a well-run system. At the moment students do not feel like their voice is being heard and universities have a reputation of being billion-dollar unaccountable institutions. Student Unions are the primary body that their voice is carried through they are run by students, for students, and are best informed and equipped to represent the interests and needs of the student body.

- g. Institute a national minimum rate in the SSAF legislation Of 100% that must be returned to student organisations
- h. Mandate collection of SSAF from all on-shore students at a higher education provider including International and TAFE students.

#### Regulation of the Sector and Institutional Accountability

TEQSA & Universities have shown they are unaccountable to students, TEQSA especially has shown it refuses to use its regulatory powers to ensure universities are held to any standard on student safety. Whether TEQSA or a new Commission there must be a well-resourced, easy-to-navigate body that is able to handle student complaints and sanction universities who show negligence on matters that are affecting students.

- i. Developing a national student charter, in collaboration with domestic and international students, ensuring a national commitment and consistent approach to the welfare, safety and wellbeing of all students
- j. Reviewing the TEQSA Act to ensure the agency is fit for purpose in light of other changes in this Review

#### Institutional Duty of Care Charter

While there exists legislation, governance policy by institutions, and activist and material work by student bodies to ensure positive and safe institutional cultures; there is ample evidence to prove that there remains ongoing and systemic issues within institutions, such as the recent national SASH Survey. Many basic student welfare services either do not exist or are too slow or cumbersome to be accessed on any given institutional campus. There is also a lack of consistency in either the range of services or the level of quality these services provide. In recognition of this need to enhance student welfare and safety, any developed national student charter must be comprehensive.

- k. Develop a national student charter with a baseline of welfare services that either the institution or relevant student body must provide, adhering to well-defined acceptable standards.



- l. These services are not limited to emergency welfare and include embracing cultural inclusivity such as the minimum provision of safe and accessible spaces.
  - m. A review of the safety guidelines regarding the duty of care exercised by institutions for individuals utilising or relevant to institutional campuses.
- 3.11 NUS calls on the Federal Government to include the above considerations as tangible commitments in the University Accords Final Report.
- 3.12 The 2024 Office Bearing team will continue engaging in the University Accords Process to achieve these
- 3.13 NUS recognises that HECS-HELP is the best educational programme for elevating students in Australia
- 3.14 NUS recognises that HECS-HELP has gaps and will work with the government to fill those gaps.
- 3.15 NUS calls for more flexibility, in line with Hyflex learning, with educational delivery for staff and students for whom mandates for in-person work may be inaccessible due to barriers including but not limited to carer, health, and work obligations.
- 3.16 NUS supports a hybrid-flexible (HyFlex) model of learning and thus:
  - a. supports the implementation of mandatory lecture recording policies, including captioned and/or transcribed content, in order to provide equal access to education for working students and those of all abilities;
  - b. supports high quality online content, not online mechanisms such as recycled lecture recordings being used as a cost cutting corporatisation measure harms staff conditions and student learning conditions;
  - c. understands that online learning is not accessible for all and as such, in-person options must be available for all;

- d. recognises that flexibility in learning arrangements makes accessing education more equitable;
- e. supports on-campus learning as the primary mechanism for high quality learning and con-currently supports opt-in online tutorial/class systems to ensure accessibility, and
- f. condemns tertiary education providers who refuse to make their courses flexible.
- g. to work alongside the NTEU to formulate demands for hyflex learning.

3.17 NUS believes that the right to inclusive education is a human right and endorses Universal Design for Learning ('UDL'), an evidence-based form of pedagogy which would ensure equitable access to education for all students. NUS endorses institutions implementing UDL to actualise equitable learning, including by implementing the following UDL-aligned approaches:

- 3.18 Special consideration – providing leniency in granting of extension, clarifying evidentiary requirements, expanding the types of evidence accepted, digitising the process, ensuring short turnaround responses and removing fit to sit rules.
- 3.19 Late assessment policy – applying a university-wide standard deduction policy that strikes a balance between the upholding of academic integrity and reasonable leniency.
- 3.20 Assessment weightings – ensuring there are several forms of assessment in each unit and weighting exams and assessments no higher than 50% of the final grade.
- 3.21 Ensuring assessments are accessible – that resources to access assessments are functional and equitable, when taken physically and online, and that no exam is scheduled during weekends
- 3.22 Adequate SWOTVAC periods – ensuring students have adequate preparation time for assessments to prioritise academic and personal well-being.

- 3.23 Resource accessibility – materials required for learning are provided affordable and accessible, particularly ebooks and digital learning aids.
- 3.24 Where students are seeking an extension, universities should aim to respond to students before the students' proposed extended deadline passes.
- 3.25 The NUS will lobby for basic regulations, academic policy, conduct policies, to be made accessible across higher education.
- 3.26 NUS will advocate for the availability of plain text copies of key universities policies and regulations.
- 3.27 NUS will advocate for a standard across the sector where if the universities set a lower English proficiency requirement for entry than can be reasonably expected to understand complex legal documents, they must be made available translated.
- 3.28 NUS will advocate for "easy read" documents for university policy especially for documents around health, housing, academics, and contracts or documents over 3 pages in length.
- 3.29 NUS will advocate to university administrations for the urgent reinstatement of in-person IT support services in university libraries, emphasizing the essential role these services play in student success and access to technology.
- 3.30 NUS calls for a robust, accessible, and equitable process for student complaints, including obligatory appeal procedures for grades in order to avoid undue turnaround times.
- 3.31 NUS Condemns the usurpation of procedural fairness and student representation in academic misconduct proceedings by universities
- 3.32 NUS Reaffirms that it is the right of students to seek to have their case heard by a panel consisting of their peers when it comes to academic hearings
- 3.33 NUS will advocate for minimum standards for students in their academic misconduct appeal processes.

- 3.34 NUS believes that students should be allowed to bring a support person of any academic background to help them in their appeal process. Any exclusion of support on the basis of their extensive background in the field puts an unfair disadvantage on students.
- 3.35 NUS acknowledges that many students are contending with numerous assessments at once, and that often does not leave much time for students to properly focus on both their assignments and their misconduct allegations, and such as the NUS supports a lengthy minimum timeframe for students to appeal misconduct allegations.
- 3.36 NUS recognises the impact of external factors on a student's grades and ability to successfully complete assessments and coursework.
- 3.37 NUS calls on universities, in line with the Duty to Care model and the 2022-2023 recommendations to the Universities Accord, to not only implement accessible resources to better support students during their studies but also improve the number of staff hired in person-facing roles to optimise implementation.
- 3.38 NUS also believes that universities must better support staff to support students by providing staff with onboarding training that is student/person-centred, trauma-informed, culturally responsive, and intersectional.
- 3.39 NUS supports the universal implementation of at least 7 day automatic-extensions for University Assessments.
- 3.40 NUS will include support for automatic extensions within their next submission towards the University Accords.
- 3.41 NUS believes that Generative AI — including Large Language Models ('LLMs') such as ChatGPT — can be an integral part of student learning, particularly as a form of Assistive Technology ('AT') for students with learning disabilities.
- 3.42 NUS acknowledges that many forms of technologies which leverage Generative AI — including AI detection tools — can produce hallucinations

which are false positives and produce incorrect information.

- 3.43 NUS believes that all government policies regarding Generative AI must centre the voices & lived experience of students (especially students from equity cohorts) which use these technologies and that policies on Generative AI, including university policies, must be co-designed and co-delivered with impacted students.
- 3.44 NUS condemns outright bans on artificial intelligence in universities and acknowledges that AI detection software is inherently unfair and inaccurate.
- 3.45 NUS supports embracing AI in universities to prepare students for their future workplaces by regulating its usage through systems which ensure honesty and responsible use.
- 3.46 NUS recognises the hardship that war and conflict can cause on students, and calls on Universities to provide extra wellbeing, academic support and allowances for those affected by war and conflict.
- 3.47 NUS recognises that war is catastrophically destructive to both human life and the environment.
- 3.48 NUS recognises that military production is highly dependent on fossil fuels and is an environmentally destructive processes.
- 3.49 NUS acknowledges Australia's global partnerships and believes that pedagogical approaches to history — including approaches to Australia's relationships with historical allies — must be grounded in truth-telling and postcolonialist approaches.
- 3.50 The NUS supports embedding the student voice at every level of University decision-making
- 3.51 The NUS believes Student Voice should not be an attempt by universities to erode genuine student representation but instead a way of enhancing it.
- 3.52 The NUS supports that democratic student unions should be the center of any student voice/partnership model with all student representatives being elected or delegated by democratic student unions



# Vocational Education

4.1 The NUS believes that Apprentice wages should be minimum wage.

4.2 The NUS supports improving wages for apprentices and young people, will campaign for

- a. the government to introduce improved wage reforms and training reforms for apprentices and a traineeships; and
- b. improved wage reforms for young people.

# Welfare

- 5.1 The NUS acknowledges the importance of free, adequate kitchen appliances in student housing.
- 5.2 The NUS will acknowledge the negative impacts on the finance and mental health of students as a result of the housing crisis.
- 5.3 The NUS advocates for student housing providers to supply adequate kitchen appliances and bathing and toilet facility ratios.
- 5.4 The NUS will push for student accommodation providers to maintain living quarters to adequate standards so that they are free of any mould or foul odours
- 5.5 The NUS advocates for student accommodations to fix appliances and maintain them on a regular basis, at no cost to the occupants
- 5.6 The NUS will write to the relevant minister calling for a review of University Residential Services and for their rental rights to match those of most other renters
- 5.7 The NUS will advocate for tertiary students on University Residences, in particular to their rights of residence
- 5.8 The NUS acknowledges the worsening housing crisis around Australia and recognises that students are one of the most harshly affected due to said crisis. In particular for:
  - a. Low income students
  - b. International students
  - c. Regional students
  - d. Any students with extenuating socio-economic restrictions to their current or future studies.
- 5.9 The NUS acknowledges the importance of all universities, as well as student bodies, to have dedicated welfare services which provide a holistic view of



welfare. These welfare services are inclusive but not limited to; mental health support, physical health support, housing assistance, crisis assistance and any other short term welfare assistance service.

5.10 The NUS pushes for all student bodies to create achievable policies to tackle today's modern welfare issues. These policies are inclusive of but not limited to:

- a. Clinical psychiatrists on campus
- b. GPs on campus
- c. Housing advisors on campus
- d. Financial advisors on campus
- e. Free financial training for all students.
- f. Accessible academic crisis support including special consideration.

5.11 The NUS directs state branches to promote collaboration between university student associations to form policy which can best support the students they represent.

5.12 NUS endorses the establishment and sustenance of a comprehensive array of student services at every university.

5.13 The NUS provides support to all student organisations aiming to implement harm minimisation policies and strategies, ensuring the well-being and safety of students across diverse campuses.

5.14 The NUS advocates for robust funding and resources allocated towards the enhancement and expansion of existing student services, while maintaining its activist identity.

5.15 That the NUS collaborates with student organizations, stakeholders, and university bodies to create a comprehensive blueprint for implementing and expanding critical student services while ensuring they remain responsive to the evolving needs of students.

- 5.16 NUS support more accessible healthcare for university students on campus.
- 5.17 NUS supports the introduction of a student concession card, available to both part and full-time students.
- 5.18 NUS believes that all dental and optical care, including glasses, should be completely free.
- 5.19 NUS supports the expansion of bulk billing services to cover a wider range of psychological/mental health services.
- 5.20 NUS believes that healthcare is a human right that should be free for all without exception no matter age, ability, gender, sexuality, religion, or citizenship status.
- 5.21 When possible the NUS will campaign for the above policy, particularly in relation to students.
- 5.22 The NUS will lobby universities to provide more and accessible mental health services for students and to lobby the federal government to enforce a maximum wait period these services.
- 5.23 The NUS will lobby universities to ensure regular refurbishment of student areas.
- 5.24 The NUS will lobby universities to support and provide free and accessible gyms on campus.
- 5.25 The NUS will advocate for both students and Universities for the implementation of free, accessible and readily available condom stations or machines, HIV test kits and information about PREP on campus for use by all students
- 5.26 The NUS acknowledges the emotional and financial burden the cost of living crisis has placed on students
- 5.27 The NUS will focus on ensuring students have access to affordable and/or free basic health products

- 5.28 The NUS will assist student unions in ensuring a portion university funds and/or SSAF is put towards providing basic health products on university campuses
- 5.29 The NUS will encourage and advocate for basic health products including period products, paracetamol, COVID tests, pregnancy test and/or other products to be provided on Australian university campuses either through SSAF funded student unions or the university's own funds
- 5.30 The NUS will encourage its affiliated student unions to collaborate and share ideas about how we can achieve the distribution of basic health products on campuses throughout the country
- 5.31 The NUS will continue to raise awareness regarding the burden the cost of living crisis has placed on students
- 5.32 NUS demands a permanent increase to Youth Allowance, Austudy, Abstudy, JobSeeker and other related payments above the Henderson Poverty Line.
- 5.33 NUS demands the equal support of part-time and full-time students from the government and their tertiary institutions.
- 5.34 NUS believes every young adult should be assessed for income support on their own merit instead of the parental means testing.
- 5.35 NUS supports abolishing punitive measures including income management and work for the dole. NUS opposes any governments continuation of the mutual obligation requirements and the 'points-based activation system'.
- 5.36 NUS demands an independent commission to provide regular advice to the Government and Parliament on setting rates of income support as well as guidance on broader strategies to reduce inequality in Australia.
- 5.37 NUS will campaign for a permanent increase in Social Security payments.
- 5.38 NUS will continue to support the Raise the Rate campaign and believes no one should live in poverty

- 5.39 The NUS recognizes the exclusionary nature of Parental Income Thresholds and will advocate to abolish Parental Income Thresholds. In addition to, contacting the appropriate ministers to push for the practice to be removed.
- 5.40 The NUS demands that the age of Centrelink independence be reduced from 22 to 18 years of age.
- 5.41 The NUS reaffirms it's full endorsement of the Locked Out of Youth Allowance Report and all it's recommendations.
- 5.42 The NUS congratulate and give a round of applause to Frankie for their incredible work towards the Change the Age campaign.
- 5.43 The NUS acknowledge the ongoing support from the Foundation of Young Australians
- 5.44 The NUS will continue the Change the Age campaign and will push for all asks and sub-asks of the Locked Out of Youth Allowance Report to be fulfilled.
- 5.45 The NUS will continue to advocate for a crucial policy change in Centrelink's criteria for independence.
- 5.46 The NUS will write to the Minister for Social Services, Minister for Education and Minister for Youth to advocate to propose that the age at which students are considered independent for the purposes of receiving Centrelink benefits be reduced from the current age of 22 to 18.
- 5.47 The NUS will advocate for fair compensation for all student placements and internships.
- 5.48 The NUS will collaborate with professional bodies to revise regulations ensuring fair remuneration in compliance with ethical standards.
- 5.49 The NUS will Support policies providing additional financial aid for marginalised students during placements.
- 5.50 The NUS will commit to supporting all further actions taken by students to

fight placement poverty in NSW.

- 5.51 The NUS will engage in lobbying efforts for policy changes mandating fair compensation for student placements.
- 5.52 The NUS will initiate awareness campaigns highlighting the impact of unpaid placements and advocate for policy reforms.
- 5.53 The NUS reaffirm it's support for paid placements
- 5.54 The NUS condemn using students as free labour, especially amid the cost of living crisis
- 5.55 The NUS congratulates the Students Against Placement Poverty for their work thus far
- 5.56 The NUS will actively campaign for paid placements.
- 5.57 The National Union of Students stands firmly against the removal of smoking areas on campus in recognition that full bans will not prevent students from smoking but lead to students using unsafe, unlit areas in which students who smoke will be shamed and marginalised for doing so.
- 5.58 The National Union of Students supports the creation of designated smoking areas in appropriate locations that don't excessively impact other students negatively to protect students' safety and discourage littering.
- 5.59 The NUS demands that not all designated smoking areas on any given campus are located within areas where alcohol is served or consumed.
- 5.60 The NUS shall advocate for the allowance of drug testing kits on all university campuses as a fundamental harm reduction tool.
- 5.61 Universities should be encouraged to provide these kits freely or at a subsidised rate to students, ensuring accessibility for all.
- 5.62 The welfare officer will work towards educating the university communities about the importance of harm reduction strategies, emphasising that the availability of drug testing kits does not promote drug use, but rather prioritises student health and safety.

- 5.63 The welfare officer will develop a policy proposal that will be sent to university administrations highlighting the necessity of drug testing kits on campus and the role they play in harm reduction.
- 5.64 The NUS will commit to collaborating with student health services and external harm reduction experts to ensure that the provision of drug testing kits is accompanied by educational campaigns about safe practices and the risks of drug use.
- 5.65 The NUS encourages relevant office bearers to organise drug and alcohol safety sessions during orientation.
- 5.66 The NUS will partner with relevant healthcare professionals to provide factual, unbiased information to create these support resources.
- 5.67 The National Union of Students supports the implementation of mandatory consent training for students and staff at all universities that is written in consultation with peak bodies that represent victim survivors and is regularly peer reviewed by a student panel with exemptions to module completion being allowed for victim-survivors.
- 5.68 The National Union of Students supports the implementation of mandatory cultural awareness training modulus for all students and staff at all universities through consultation with their respective universities.
- 5.69 The NUS recognises the power of consent education for all students.
- 5.70 The NUS calls on all Australian Universities to implement an up to date annual mandatory consent training module for all teachers and students to complete, to prevent sexual misconduct and protect women who are disproportionately affected by a lack of public consent that is regularly peer reviewed by a student panel..
- 5.71 The NUS recognizes the significance of comprehensive consent education in fostering safe and respectful learning environments.
- 5.72 The NUS strongly advocates for mandatory consent education for all enrolled students and faculty members to mitigate instances of misconduct,

enhance understanding, and promote a culture of respect and consent within the university community.

- 5.73 The NUS calls for these consent modules to be regularly updated in line with State and Federal Government consent laws and student needs, and for universities to ensure exceptions to module completion are allowed for victim-survivors.
- 5.74 The NUS supports the legalisation of Cannabis, MDMA, and other drugs with similar harm levels in accordance with a harm-minimisation approach and supports campaigns to this effect
- 5.75 The NUS calls on the government to adopt a harm-minimisation approach on drugs and alcohol, end the war on drugs, and legalise Cannabis and MDMA
- 5.76 The NUS will publicly endorse the legalisation of Cannabis and other drugs of similar harm levels
- 5.77 The NUS recognises the escalating housing instability prevalent among students and the acute need for immediate housing solutions for students facing housing insecurity.
- 5.78 The NUS commits to working with universities to create a comprehensive plan for subsidised on-campus accommodation, ensuring safe and affordable housing options for students.
- 5.79 The NUS will advocate and raise awareness about housing insecurity among students to foster a supportive campus culture that encourages seeking assistance when needed.
- 5.80 The NUS advocates for the provision of short-term crisis accommodation to students experiencing acute housing crises.
- 5.81 The NUS develops and implements a comprehensive plan in collaboration with Universities and Governments to ensure the availability of subsidised accommodation on campus for students facing housing challenges.
- 5.82 The NUS recognises that student poverty is an issue for all students,

including full time domestic students, part time domestic students, and international students.

- 5.83 The NUS notes that public transport concessions for all students enrolled with a tertiary education provider will assist to ease the costs students already bear.
- 5.84 The NUS calls on the government to expand public transport concessions to all students enrolled with a tertiary education provider.
- 5.85 The NUS advocate for a comprehensive review of public transport concessions to ensure equitable access for all enrolled tertiary students, both full-time and part-time, aiming for uniform eligibility standards across Australia.
- 5.86 The NUS will advocate for the abolition and restructuring of the Free Tram Zone.
- a. The goal is to make it free for students, extending its coverage to Melbourne University, and
  - b. free for people who have tapped on and off from a station in the outer suburbs.
  - c. This change aims to make it less appealing to use the tram if you have driven into the CBD.



# Women

6.1 The NUS recognises the lack of abortion accessibility in much of Australia, and supports measures to increase the accessibility of abortion services by expanding the public healthcare system

6.2 The NUS demands that medical and surgical abortion services be free, regardless of Medicare card status

6.3 The NUS opposes religious institutions which deny services, the public funding of such institutions, and legislation that could protect them

6.4 The NUS will support the counter demonstration against the “march for babies” in 2024

6.5 The NUS will support abortion rights demonstrations

6.6 The NUS supports abortion services being available in all public hospitals, free and on-demand.

6.7 The NUS condemns the federal Labor government for refusing to expand abortion services to all public hospitals.

6.8 The NUS will write a press release calling on the federal government to ensure all public hospitals provide abortion services.

6.9 The NUS unequivocally stands against sexism and understands that it is structurally embedded into society.

6.10 The NUS opposes the reluctance of Federal Labor to take action on lifting women out of poverty and ending gender inequality in Australia.

6.11 The NUS demands that the government raise the age of termination of the Single Parent Payment.

6.12 The NUS demands that the Labor government increase the rate of JobSeeker above inflation.

6.13 The NUS realises the need for student unions to take a strong and decisive stance against sexual violence in the club and society context.

#### 6.14 **Sexual Assault and Harassment Prevention**

University student unions must take an active approach to prevent sexual violence from occurring within all affiliated clubs, societies and departments.

This is inclusive of but not limited to:

- a. Providing training to all executive and committee members to identify cases of sexual violence in the club space, and immediate actions to take when such cases have been identified.
- b. Appointing an executive or committee member within a club, society or department as a dedicated sexual violence prevention and awareness officer, who are provided with further training and report directly to the student union.
- c. Providing easily identifiable and clear reporting steps for any sexual violence incidents in club based contexts.
- d. Ensuring that approved events have considerable safety measures in place.
- e. Providing a broad range of assistance to students who are survivors of sexual violence.'

6.15 That the NUS believe that the colleges at USyd should be turning into student run co-op accomodation with mandatory consent education that is regularly peer-reviewed by a student panel.

6.16 The NUS strongly condemns the lack of media coverage on the 58 women allegedly killed in circumstances of domestic violence in Australia, and urges the Australian media to step up and do better in calling out cases of violence against women in order to end this national crisis.

6.17 NUS encourages the media to actively speak out against male violence, and ensure news stories are retold in an appropriate and respectful manner to protect vulnerable women.

6.18 The NUS strongly condemns any threats of physical violence toward women in the student union activist space.

- 6.19 The NUS also calls on all Australian Universities to step up and play their part in encouraging and normalising more women to get involved in student union activism through increased funding and a refined communications strategy.
- 6.20 The NUS understand and support the importance young women have in student politics
- 6.21 The NUS affirm that it will continue to advocate for equity and equality in student politics
- 6.22 The NUS calls on the Australian Government to increase its workplace protections for menstruation and menopause, and strongly condemns any workplace discrimination toward women due to reproductive issues.
- 6.23 The NUS supports the push for 15 days of paid menstrual leave in Australia, recognising the powerful role it plays in creating greater gender equality and economic independence for women.
- 6.24 The NUS commits to working with unions on formulating and campaigning for these demands.
- 6.25 The NUS recognises that women, particularly women of colour, LGBTQIA+ women, and women with disabilities are much more likely to experience gendered microaggressions in the workplace.
- 6.26 The NUS strongly condemns all microaggressions toward women, and acknowledges they're problematic and subtly perpetuate outdated gender stereotypes and fixed biases, fortifying gender inequality, resulting in normalised discrimination and/or mistreatment of female co-workers.
- 6.27 The NUS recognises that period poverty is a pressing issue affecting individuals' access to education and opportunities.
- 6.28 The NUS stands in solidarity to address period poverty by advocating for measures to ensure access to affordable menstrual products and comprehensive menstrual health education for all individuals, particularly those facing financial challenges.

- 6.29 The NUS will write a letter to the relevant minister to legislate the provision of sanitary products in all bathrooms in universities
- 6.30 The NUS reaffirm its stance on moving the burden of period poverty away from Women and people with uteruses, and onto Universities
- 6.31 The NUS Women's officer will engage with University student unions to help address period poverty
- 6.32 The National Union of Students believes in promoting a safe and inclusive environment for all students.
- 6.33 Affirmative consent is a crucial component of fostering healthy relationships and helping victims achieve justice.
- 6.34 Federally mandated affirmative consent laws provide a standardised framework to ensure clarity and understanding in interpersonal interactions.
- 6.35 The National Union of Students will collaborate with government agencies, educational institutions, and advocacy groups to ensure the effective implementation and enforcement of federally mandated affirmative consent laws.
- 6.36 The National Union of Students calls for the establishment of a National Taskforce on Sexual Assault and Harassment that has the power to compel universities to take action on SASH.
- 6.37 The National Taskforce is tasked with researching and compiling data on the prevalence and impact of sexual assault and harassment within educational institutions and identifying gaps in existing policies and propose legislative measures to strengthen protections against sexual assault and harassment.
- 6.38 The Taskforce should regularly report its findings and progress to the public, ensuring transparency and accountability.
- 6.39 The NUS calls upon its members, student organizations, and allies to support and amplify the advocacy efforts of the National Taskforce.

- 6.40 The NUS supports the governments new draft action plan and support the implementation of an ombudsman with real power along with increased accountability, transparency and monitoring.
- 6.41 The NUS supports community based community protection alternatives & social services
- 6.42 The NUS will acknowledge the ongoing misogyny within youth/student politics and its own affiliated student unions
- 6.43 The NUS will make a concerted effort to oppose this culture of misogyny
- 6.44 The NUS will work to create and maintain a safe and equitable space for women within its own union and affiliated student unions
- 6.45 The NUS, specifically the NUS women's officer and welfare officer with work to ensure that safer practices for dealing with SASH within universities, students unions and its associated political organisations are established and maintained
- 6.46 The NUS will promote the prevention of instances of SASH with peer reviewed consent education
- 6.47 The NUS will call out and stand against misogynistic behavior and instances of SASH
- 6.48 The NUS will encourage more woman and gender diverse students to join their student unions.

## LGBTQIA+/Queer

7.1 NUS acknowledges the ongoing violence that the trans community faces

7.2 NUS commit to standing up against the ongoing systemic violence that the queer community face.

7.3 That NUS note the following 321 deaths as stated below.

7.4 That NUS note that the names listed below are only the recorded statistics, that the full statistics

7.5 That NUS note that out of the 164 recorded jobs, 78 (47.6%) are trans people who are sex workers.

7.6 That NUS note that out of the 249 recorded age, 192 (77.1%) are in the age bracket of 19-30

7.7 Mandates that all discussion around the queer community, using the acronym, should adopt the LGBTQIA+ version to be in line with other peak bodies, community sentiment and government discussion.

7.8 Seeks to improve the visibility of the Ace and Intersex community through its LGBTQIA+ platform

7.9 Condemns any invalidation of ace and intersex identities through reduced discussion around the topics, refusal to adopt the language preferred by the community and non-inclusive conversation rhetoric.

7.10 NUS condemn's the anti-LGBTI+ campaigns in Australia being waged against trans rights.

7.11 NUS confirms its support for anti-fascist, pro-LGBTI+ activism as the strategy for defeating the far-right's transphobic campaigns.

7.12 NUS commits to supporting future rallies and campaigns against the far-right and anti-lgbt events.

7.13 NUS will publicise future rallies of this kind, such as those organised by CARF in Melbourne, will share them on it's main social media, and will

allocate funds towards advertising such events, through posters and online advertising.

- 7.14 NUS stands against all forms of reactionary politics and understands the need to challenge the growing right-wing current in Australian politics.
- 7.15 NUS understands there is an increasing confidence in the far-right to mobilise and attack LGBTI rights.
- 7.16 NUS understands that protesting against the far-right whenever they mobilise is how you undermine their confidence, marginalise their politics and weaken the growing current of right-wing politics.
- 7.17 NUS will promote and organise demonstrations against the far-right and defend LGBTI rights.
- 7.18 NUS supports off-campus groups like Community Against Racism and Fascism (CARF) and Community Action for Rainbow Rights (CARR) in their efforts to beat back the growing far-right confidence.
- 7.19 NUS will fund collaborate with and fund campaigns by off-campus groups like Community Against Racism and Fascism (CARF) and Community Action for Rainbow Rights (CARR)
- 7.20 That NUS understand that Trans Rights are Sex worker's Rights
- 7.21 That NUS commit to taking part in the fight for the decriminalization of sex work in every state.
- 7.22 That NUS condemned the actions of Greg Donnelly and the failure of the Labor Party to respond to the horrendous action.
- 7.23 That NUS stand in opposition to the TERFs ideologies and commits to fighting back against TERFs everywhere.
- 7.24 That NUS will publish this motion on its website and social media.
- 7.25 The NUS will take part in the fight for the decriminalisation of sex workers in every state.

- 7.26 The NUS support explicit anti-discrimination for sex work and sex workers.
- 7.27 That NUS opposes the cancellation of drag shows across Australia.
- 7.28 That NUS commits to fighting for the reinstatement of drag shows across Australia
- 7.29 That NUS will fight for a guarantee that if the drag shows are cancelled, the performers should be guaranteed paid regardless.
- 7.30 That NUS support organising around paid transition leave.
- 7.31 That NUS believes that paid transition leave should be annual, at least 6 weeks or above.
- 7.32 The NUS condemns the intersection of structural ableism and transphobia which materialises as not only the Medical Model of Disability but also the disregard of queer, disabled people's right to privacy, equity, and dignity.
- 7.33 Recognising that Neurodivergent people — especially Autistic people — are more likely than neurotypical people to openly identify as gender diverse, NUS acknowledges the value of neurodiversity and calls for the implementation of affirmative care practices which are not only gender-affirming but also neurodiversity-affirming.
- 7.34 NUS condemns attitudinal ableism which can preclude trans people with disability, including non-binary people with disability, from accessing equitable healthcare which is person-centred, culturally responsive, and trans-inclusive.
- 7.35 NUS endorses the call from the final report of the Disability Royal Commission to improve the access of queer people with disability, including trans people with disability, to equitable health services — as per, e.g., Recommendation 6.31 and Recommendation 6.34;
- 7.36 Acknowledging the lived experience of queer people with disability, NUS calls for the provision of onboarding training — for all governmental and educational staff in person-facing roles — which is not only trauma-informed, culturally responsive, and person-centred but also intersectional, anti-racist, and anti-ableist; and



- 7.37 NUS disavows medical gatekeeping, the Medical Model of Disability, deadnaming, misgendering, and medical gaslighting within healthcare.”
- 7.38 The NUS supports the expansion of mental health services tailored to the specific needs of LGBTQIA+ students.
- 7.39 Advocates for an increase in accommodating professionals to meet the growing demand for mental health support.
- 7.40 Calls for accessible services that cater to the diverse needs of LGBTQIA+ individuals, regardless of their sexual orientation, gender identity, or cultural background.
- 7.41 Emphasises the importance of incorporating culturally appropriate perspectives into mental health services, acknowledging the varied experiences within the LGBTQIA+ community.
- 7.42 The NUS condemns the teaching of biological essentialism, immutable binary sex, and gender, and other similar outdated and incorrect theories. Recognising the lived experience of bisexual & pansexual people, NUS denounces biphobia in all forms and calls for consciousness raising activities to better support bisexual & pansexual people.”
- 7.43 NUS demands that higher education providers — including universities and vocational educational providers — ensure that sex and relationship courses and consent training recognise transgender people and use language inclusive of trans bodies.”
- 7.44 NUS acknowledges the findings & recommendations of the 2023 Senate Inquiry into Consent Laws, especially the urgent need of intersectional sex education. Recognising the lived experience of queer victim-survivors, NUS condemns the inertia in promoting consent education.”
- 7.45 NUS denounces the systemic exclusion of LGBTQIA+ people in the design, distribution, and dissemination of government policies, particularly for the higher education sector:
- 7.46 NUS condemns the disproportionately higher rates of mental ill-health and

sexual assaults experienced by queer people in educational settings;

- 7.47 NUS calls for the co-design and co-production of government policies, especially policies relating to sex education, by and for queer people; and
- 7.48 NUS calls for educational delivery and policy reform to embed the principles of the University Mental Health Framework and to uplift the lived experience of queer people — especially queer people with psychosocial disability.”
- 7.49 The NUS shall work in collaboration with educational institutions to develop and implement mandatory training programs for tutors and staff on queer issues. This training will cover topics such as sensitivity, inclusive language, and the challenges faced by the queer community.
- 7.50 The NUS will urge our educational institutions to integrate this training into their standard professional development curriculum, making it a prerequisite for all current and new staff members.
- 7.51 The NUS will urge Universities to conduct regular reviews and updates of the training content to ensure its relevance and effectiveness in addressing the evolving needs of the queer community.
- 7.52 The NUS will also develop resources and guidelines to assist educational institutions in fostering a more inclusive and supportive environment for queer students and staff.
- 7.53 The NUS will commit to regular engagement with queer student organisations to receive feedback on the effectiveness of these initiatives and to identify areas for further improvement.
- 7.54 The NUS does not condone intrusive questions regarding sex, gender identity or sexual orientation and recognises the harm that this questioning can cause. NUS will actively ensure that its spaces and events are safe for all LGBTQIA+ people, and commits to acting to stop LGBTQIA+ discrimination when it occurs at NUS events and conferences.
- 7.55 NUS acknowledges that many crisis support services are run by religious

entities and calls on the government to provide better queer/LGBTQIA+ friendly housing and homelessness services that are not provided by institutions that have historically marginalised queer/LGBTQIA+ people.

7.56 NUS rejects any 'right' of religious housing and homelessness services to refuse the provision of support to those accessing these services on the basis of their gender identity and sexuality due to religious exemptions. NUS recognises that housing is for all and that everyone should have the right to access housing and homelessness services when they need to. NUS commits to campaigning to reform State and Territory Anti-Discrimination legislation in ensuring that no queer/LGBTQIA+ person is discriminated against when accessing housing and homelessness services."

7.57 NUS recognises that for too long Asexual, Aromantic, and Agender people and their rights have been forgotten within government policies and services on matters relating LGBTQIA+ issues.

7.58 NUS condemns the erasure of Asexual, Aromantic, and Agender people and recognises the discrimination that asexual, aromantic, and agender people experience especially within healthcare.

7.59 NUS recognises that within its advocacy and activism for queer/LGBTQIA+ rights it has failed to be inclusive of Asexual, Aromantic, and Agender people.

7.60 NUS recognises that it can and must do better to be inclusive to Asexual, Aromantic, and Agender people within its advocacy and activism.

7.61 NUS calls on all state and territory governments to follow the direction of the Tasmanian Government in changing the 'LGBTQI+' acronym in governments to be 'LGBTQIA+' to ensure that Asexual, Aromantic, and Agender people's needs are included in policy decisions and services. The 2024 NUS Queer/LGBTQIA+ Officers will campaign state and territory governments calling for these governments to adopt LGBTQIA+ as the standard initialism for all government documents and policies relating to LGBTQIA+ people, instead of LGBTQI+.

7.62 The 2024 NUS Queer/LGBTQIA+ Officers will run a national campaign

spreading awareness on the issues impacting asexual, aromantic and agender peoples including banning conversion practices, stronger anti-discrimination and anti-vilification laws, and calling for greater action in addressing these issues.

- 7.63 The 2024 NUS Queer/LGBTQIA+ Officers will work with campus Queer Officers and Queer Collectives across the nation and open dialogues about how queer spaces can improve and be inclusive of students who are asexual, aromantic or agender.
- 7.64 NUS recognises that queer collectives are the peak representative bodies of queer representation on university campuses.
- 7.65 NUS recognises that queer collectives on campuses are primarily oriented towards advocacy and activism that improves the lives of Queer/LGBTQIA+ students and their rights on campus.
- 7.66 NUS recognises the importance of student unions having democratically elected officers for Queer/LGBTQIA+ students.
- 7.67 NUS calls on student unions that don't have current queer representation to ensure that they have democratically elected officers within their student union to represent Queer/LGBTQIA+ students and their rights on campus.
- 7.68 NUS recognises the importance of campus queer collectives and queer officers in engaging in national campaigns that are focused on advocacy of Queer/LGBTQIA+ rights.
- 7.69 The 2024 NUS Queer/LGBTQIA+ Officers will contact campus Queer Officers and Queer Collectives across the nation to open dialogues on how the NUS can strengthen Queer Collectives and queer advocacy and activism on campuses.
- 7.70 The 2024 NUS Queer/LGBTQIA+ Officers will collaborate with campus Queer Officers and Queer Collectives on national Queer/LGBTQIA+ policy and campaigns.
- 7.71 The 2024 NUS Queer/LGBTQIA+ Officers will work with campus student

unions that do not have a queer representative and will advocate for the establishment and creation of these positions. If a campus does not have a queer collective they will advocate for the establishment of one on these campuses.

7.72 The 2024 NUS Queer/LGBTQIA+ Officers will create a Facebook group for queer officers and queer collectives across the nation to make connections, organise and collaborate, and encourage them to engage in national Queer/LGBTQIA+ campaigns.

7.73 The 2024 NUS Queer/LGBTQIA+ Officers will campaign state and territory governments calling for these governments to ban non-consensual medical procedures being performed on intersex people.

7.74 The 2024 NUS Queer/LGBTQIA+ Officers will encourage campus queer officers and queer collective to be involved in the campaign calling for state and territory governments to ban non-consensual medical procedures being performed on intersex people.

7.75 NUS acknowledges the inclusion of gay men, bisexual men, transgender women and some non-binary people who have sex with men to be able to donate plasma.

7.76 NUS recognises that the inclusion of gay men, bisexual men, transgender women and some non-binary people who have sex with men to be able to donate plasma is in no way a solution towards addressing the shortage of blood available through donations nor addressing the discriminatory blood donation policies that are currently in place.

7.77 NUS condemns the unnecessary and queerphobic policies that the Red Cross Life Blood Service and the Therapeutic Goods Association currently have in place that discriminate against gay men, bisexual men, transgender women and some non-binary people who have sex with men from donating blood. NUS recognises campaigns such as Let Us Give who have been advocating for the removal of the current blood donation ban that discriminates against gay men, bisexual men, transgender women and some non-binary people who have sex with men from donating blood and their calls

for the implementation of individual risk assessments to ensure safe blood donation for all.

- 7.78 NUS calls on the Red Cross Life Blood Service, Therapeutic Goods Association and the federal government to remove the current blood donation ban and implement a blood donation policy that is inclusive of gay men, bisexual men, trans women and non-binary people allowing them to donate blood.
- 7.79 The 2024 National Queer/LGBTQIA+ Officers will campaign and work towards advocating for the removal of the current blood donation ban towards gay men, bisexual men, trans women and some non-binary people who have sex with men.
- 7.80 The 2024 National Queer/LGBTQIA+ Officers will support campaigns such as Let Us Give calling for the implementation of an individual risk assessment that screens all donors for the safety of their sexual activity and for the removal of the discriminatory blood donation ban.
- 7.81 NUS demands that the ABS collect information about sexual orientation, gender identity and variations of sex characteristics, in the census
- 7.82 NUS recognises that this collection of data is essential for driving policy and change, especially within the areas of healthcare and housing to further support LGBTQIA+ people.
- 7.83 NUS recognises that the lack of data collected on sexual orientation, gender identity and variations of sex characteristics in the census is a form of erasure towards the LGBTQIA+ community.
- 7.84 NUS recognises that not including information about sexual orientation, gender identity and variations of sex characteristics continues to contribute to the problem in the disparities of data about LGBTQIA+ issues and is reflective of governments lack of recognition and action towards addressing these issues.
- 7.85 NUS calls on the ABS to consult with LGBTQIA+ people and LGBTQIA+ advocacy and support organisations to ensure that questions that are asked

respect the privacy of individuals and their safety and aligns with best practices to ensure the best results for the census.

- 7.86 The 2024 National Queer/LGBTQIA+ Officers will campaign the federal government, in particular the Assistant Treasurer, calling for the ABS to collect information about sexual orientation, gender identity and variations of sex characteristics, in the census.
- 7.87 The 2024 National Queer/LGBTQIA+ Officers will run an awareness campaign about why it's important to include Queer/LGBTQIA+ Australians in the census and the benefits that this will have towards the community.
- 7.88 NUS condemns transphobia in all forms and believes that all trans, gender diverse and non-binary students have a right to access their education free from discrimination.
- 7.89 NUS believes that universities have a duty of care and responsibility towards ensuring that trans, gender diverse and non-binary students are safe when accessing their education.
- 7.90 NUS opposes the platforming of transphobic views due to academic freedom within university campuses.
- 7.91 NUS opposes university campuses hosting events that platform trans exclusionary and transphobic rhetoric and recognises the harm
- 7.92 NUS believes that Australian universities must respect trans, gender diverse and non-binary students and their chosen names and ensure that their student records are inclusive and accessible.
- 7.93 NUS believes that Australian universities must ensure that trans, gender diverse and non-binary students are not deadnamed nor misgendered within the classroom nor on student facing platforms.
- 7.94 NUS recognises the lack of all gender bathrooms available on university campuses and believes that universities should have these available in all buildings. The 2024 National Queer/LGBTQIA+ Officers will run a national campaign in response to the transphobia that has been occurring on

university campuses. This campaign will include a list of key demands calling on universities to take action in ensuring that campuses are free from transphobia.

- 7.95 The 2024 National Queer/LGBTQIA+ Officers will contact queer officers, queer collectives and campus representatives across the nation to open dialogues about trans, gender diverse and non-binary students experiences with transphobia and the issues that they have experienced on their campuses and the support the NUS can provide towards advocating for university campuses to be free from transphobia.
- 7.96 NUS believes gender affirming healthcare should be fully accessible on-demand.
- 7.97 NUS recognises that having access to gender affirming healthcare supports the mental health and wellbeing of trans, gender diverse and non-binary people.
- 7.98 NUS recognises the financial barriers that many trans, gender diverse and non-binary people face towards accessing gender affirming healthcare.
- 7.99 NUS condemns any policy that restricts trans, gender diverse and non-binary people from accessing gender affirming healthcare.
- 7.100 NUS condemns any misinformation and anti-trans rhetoric provided by the media about the trans community.
- 7.101 NUS calls on the federal government to have gender affirming healthcare be included in Medicare.
- 7.102 The 2024 National Queer/LGBTQIA+ Officers will run a national campaign advocating for gender affirming healthcare to be included in Medicare for all trans, gender diverse and non-binary people to access.
- 7.103 The 2024 National Queer/LGBTQIA+ Officers will campaign against any bill that proposes to ban access to gender affirming care.
- 7.104 NUS believes that trans rights are workers rights, and workers should not carry the costs for affirming their gender.



- 7.105 NUS believes that trans, gender diverse and non-binary workers have a right to affirm their gender, whether it be socially, legally, or medically, and should be entitled to universal healthcare and comprehensive leave.
- 7.106 NUS recognises that gender affirmation is not a one-off experience and is often a social and ongoing process.
- 7.107 NUS recognises and respects the self-determination and autonomy of trans, gender diverse, and non-binary people to affirm their gender.
- 7.108 NUS calls on the federal government to include paid gender affirmation leave in the National Employment Standards.
- 7.109 The 2024 National Queer/LGBTQIA+ Officers will campaign the federal government, in particular the Minister for Employment and Workplace Relations, calling for paid gender affirmation leave to be included as part of the National Employment Standards.
- 7.110 The 2024 National Queer/LGBTQIA+ Officers will run an awareness campaign on the importance of having access to paid gender affirmation leave for trans, gender diverse, and non-binary workers.
- 7.111 NUS commits to campaign for sex work to be decriminalised in all states and territories.
- 7.112 NUS commits to campaign for sex workers to be included within all anti-discrimination legislation in every state and territory.
- 7.113 NUS condemns Sex Worker Exclusionary Radical Feminists (SWERFS).
- 7.114 NUS calls for contraceptives and pre-exposure prophylaxis (PrEP) to be made free and accessible to all sex workers through government support.
- 7.115 NUS commits to work with sex-worker led organisations related to sex work.
- 7.116 NUS recognises survival sex work and opposes a system that does not seek to end survival sex work.
- 7.117 NUS opposes the 'Nordic Model'.

- 7.118 The 2024 National Queer/LGBTQIA+ Officers will work with sex-worker led organisations and run a national campaign calling for sex work to be decriminalised in all states and territories.
- 7.119 The 2024 National Queer/LGBTQIA+ Officers will advocate for states and territory governments to include sex workers within all anti-discrimination legislation.
- 7.120 The 2024 National Queer/LGBTQIA+ Officers will campaign the federal government, in particular the Minister for Health, calling for contraceptives and pre-exposure prophylaxis (PrEP) to be made free and accessible.
- 7.121 NUS recognises that trans, gender diverse and non-binary students are disproportionately affected by sexual assault and sexual harrasment (SASH).
- 7.122 NUS recognises the barriers that trans, gender diverse and non-binary student victim survivors face towards the processes of reporting SASH on university campuses.
- 7.123 NUS understands that transgender students are at higher risk of both serious mental health issues and sexual assault than cisgender queer students, and are often not recognised by support services. NUS will work with campus unions to address this on all university campuses.
- 7.124 NUS demands Universities Australia and universities ensure their SASH reporting processes and support services are accessible and inclusive of trans, gender diverse and non-binary students.
- 7.125 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National Women's Officer in ensuring NUS campaigns addressing sexual violence on university campuses include the voices of trans, gender diverse and non-binary students.
- 7.126 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National Women's Officer in encouraging student unions to work with queer representatives and queer collectives and include trans voices within campaigns against sexual violence on university campuses.

- 7.127 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National Women's Officer on a campaign calling for universities to provide reporting mechanisms for sexual violence and support services that are safe, inclusive and accessible for trans, gender diverse and non-binary student victim-survivors to access.
- 7.128 NUS demands that universities provide all gender bathrooms and facilities in all buildings across all campuses.
- 7.129 NUS demands that at least some of these bathrooms are not rebranded from existing accessible bathrooms and that sanitary bins be available in all bathrooms.
- 7.130 NUS further notes that transgender people may use gendered bathrooms, and opposes discrimination or harassment about bathroom use
- 7.131 The 2024 National Queer/LGBTQIA+ Officers will collaborate with on campus queer officers and queer collectives advocating for universities to provide all gender bathrooms and facilities in all buildings across all campuses.
- 7.132 The 2024 National Queer/LGBTQIA+ Officers will contact campus queer officers, queer collectives to distribute materials, share ideas and collaborate the campaign for more accessible all gender bathrooms to be available on campuses.
- 7.133 NUS calls on Australian universities to respect trans, gender diverse and non-binary students and their chosen names and ensure that their student records are inclusive and accessible.
- 7.134 NUS calls on Australian universities to ensure that trans, gender diverse and non-binary students are not deadnamed within the classroom nor on student facing platforms.
- 7.135 NUS calls on the federal government to respect a trans, gender diverse and non-binary student's chosen name and gender and ensure that when collecting student information through the Tertiary Collection of Student Information (TCSI) that it is required for universities to collect a student's

chosen name and gender. If a student does not provide their gender to the university, they should not be classified as an 'X' gender marker by TCSI.

7.136 NUS demands that Universities Australia work with the federal government and universities towards implementing a national framework that best collects student personal data and ensures that trans, gender diverse and non-binary students are not deadnamed or misgendered at university.

7.137 NUS demands that universities provide student ID cards that reflect the chosen name of trans, gender diverse and non-binary students without the requirement of a legal name change

7.138 NUS demands that the federal government allow trans, gender diverse and non-binary students to be provided with a testamur that reflects their chosen name without there being a requirement for them to legally change their name.

7.139 The 2024 National Queer/LGBTQIA+ Officers will continue the My Records, My Rights: Stop Deadnaming at Universities campaign and will work with queer collectives and student unions towards lobbying universities and tertiary institutions across Australia to stop deadnaming within the classroom and within student facing platforms.

7.140 The 2024 National Queer/LGBTQIA+ Officers will campaign Universities Australia to work with the federal government and universities towards implementing a national framework that best collects student personal data and ensures that trans, gender diverse and non-binary students are not deadnamed or misgendered at university.

7.141 The 2024 National Queer/LGBTQIA+ Officers will campaign the federal education minister and minister for government services to ensure that the Tertiary Collection of Student Information (TCSI) requires the collection of a student's chosen name. They will also advocate to ensure that trans, gender diverse and non-binary students are provided with a testamur that reflects their chosen name without there being a requirement for them to legally change their name.

- 7.142 NUS believes in Affirmative Action (AA) and iterates that AA provides women and non-binary people with equal opportunity and corrects the inequality of representation created by an unjust and unequal society.
- 7.143 NUS acknowledges the hard and often unacknowledged work done by women and non-binary activists that has strengthened and built the student union movement.
- 7.144 NUS reaffirms its beliefs in ensuring that women and nonbinary students are fairly and equally represented at all levels within the NUS and in student unions.
- 7.145 NUS commits to make all affirmative action policies inclusive of trans women and non-binary students.
- 7.146 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National Women's Officer and open dialogues with student unions about the current affirmative action policies that they currently have.
- 7.147 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National Women's Officer in developing resources for student unions recommending them to reform their affirmative action policies to be inclusive of trans women and non-binary students.
- 7.148 NUS demands that higher education providers — including universities and vocational educational providers — ensure that sex and relationship courses and consent training recognise transgender people and use language inclusive of trans bodies.
- 7.149 NUS acknowledges the findings & recommendations of the 2023 Senate Inquiry into Consent Laws, especially the urgent need of intersectional sex education. Recognising the lived experience of queer victim-survivors, NUS condemns the inertia in promoting consent education.
- 7.150 NUS denounces the systemic exclusion of LGBTQIA+ people in the design, distribution, and dissemination of government policies, particularly for the higher education sector.

- 7.151 NUS condemns the disproportionately higher rates of mental ill-health and sexual assaults experienced by queer people in educational settings;
- 7.152 NUS calls for the co-design and co-production of government policies, especially policies relating to sex education, by and for queer people; and
- 7.153 NUS calls for educational delivery and policy reform to embed the principles of the University Mental Health Framework and to uplift the lived experience of queer people — especially queer people with psychosocial disability
- 7.154 The 2024 National Queer/LGBTQIA+ Officers will campaign universities to provide inclusive sex and relationship courses and consent training for students.
- 7.155 The 2024 National Queer/LGBTQIA+ Officers will work with the 2024 National President calling for the federal government to ensure that government policies relating to sex education and consent training for university students are co-designed and co-produced by queer people.
- 7.156 NUS believes gender affirming healthcare should be fully accessible on-demand including hormone therapy, surgery, and other aids.
- 7.157 NUS supports trans-inclusive comprehensive healthcare in all forms, which includes safe, accessible and trauma-informed gynecological care for all people with a cervix, vagina, uterus, ovaries, or fallopian tubes, and mammograms for all people with breast tissue,
- 7.158 NUS recognises the systemic lack of equitable access to such care, and recognises the ongoing medical stigma trans-masc, non-binary and intersex people face when interacting in gynecological healthcare spaces,
- 7.159 NUS recognises the ongoing medical stigma trans-fem people face when interacting in testicular and prostate healthcare spaces.
- 7.160 The 2024 National Queer/LGBTQIA+ Officers will campaign the federal government, in particular, the Minister for Health, calling for the support of comprehensive trans-inclusive healthcare and will address the medical stigma

that many trans people continue to experience with accessing healthcare.

7.161 NUS supports free healthcare for all without exemption and recognises that not all LGBTQIA+ people are able to access healthcare free from stigma and discrimination.

7.162 NUS believes all health professionals should be provided with up-to-date Queer/LGBTQIA+ inclusive training that is culturally safe.

7.163 NUS recognises that LGBTQIA+ people disproportionately experience poorer mental health outcomes and have a higher risk of suicidal behaviours. NUS recognises that these health outcomes are directly related to experiences of stigma, prejudice, discrimination and abuse on the basis of being part of the LGBTQIA+ community

7.164 NUS recognises that LGBTQIA+ people do not have equal access to safe, high quality mental healthcare. NUS believes that LGBTQIA+ people deserve to have access to safe and inclusive mental health care including LGBTQIA+ specialists and inclusive care such as peer support. NUS recognises that these services are vital to supporting the mental health and wellbeing of LGBTQIA+ people, however, are currently under-resourced, resulting in there being significant wait times and severe constraints on capacity for support.

7.165 NUS calls on both the state and federal governments to invest in these specific LGBTQIA+ healthcare initiatives and ensure that they are continually supported and properly funded.

7.166 NUS recognises that peer-led support services play an important role in improving the health and wellbeing of LGBTQIA+ people especially within the areas of mental and sexual health.

7.167 NUS acknowledges that peer-led support services are community organisations that achieve this through understanding the health issues of LGBTQIA+ people by shared lived experience.

7.168 NUS recognises that peer-led support services can reduce the overall marginalisation and stigma that LGBTQIA+ people experience within the healthcare system. NUS recognises that demand for peer-led services from

LGBTQIA+ people is increasing and that these services are quite often underfunded and calls on the government to further invest in these vital services to support the LGBTQIA+ community.

7.169 The 2024 National Queer/LGBTQIA+ Officers will run a campaign calling for free healthcare for all without exemption and recognising that not all LGBTQIA+ people are able to access healthcare free from stigma and discrimination. The 2024 National Queer/LGBTQIA+ Officers will campaign the federal and state governments calling for better funding towards programs and initiatives such as peer-led support services to better support the mental health and sexual health wellbeing of queer/LGBTQIA+ people. The National Queer/LGBTQIA+ Officer will address the significant wait times and severe constraints on capacity for support for those accessing inclusive mental healthcare support calling for greater resourcing and funding to be available.



# Disability

8.1 NUS recognises the diversity within the disability community and that not all disabilities are visible.

8.2 NUS acknowledges the diversity of the disability community and the many people who do not self-identify as disabled but suffer accessibility issues and recognises that they are still entitled to disability rights such as the right to adjustments and accommodations.

8.3 The 2024 National Disability Officer will start consultation and work with Disability Officers and Disability Collectives on the eligibility of the role of NUS Disability Officer recognising that there are students within the community who do not self-identify as disabled but suffer accessibility issues and may not be eligible to run for the position.

8.4 The 2024 National Disability Officer commits to starting the process to create and propose a rule change that is inclusive and respectful and recognises those who do not self-identify as disabled but suffer accessibility issues in consideration to the eligibility for the role for the NUS Disability Officer to be discussed at the 2024 NUS National Conference.

8.5 NUS recognises that disabled people have a right to privacy and that independent assessments are an invasive policy that does harm towards the disabled community.

8.6 NUS acknowledges the importance of not only the autonomy of disabled people but also the right to self-determination, which includes choice over healthcare teams and the recognition of their disabilities as conditions to be funded by support systems without institutional barriers.

8.7 NUS recognises that independent assessments are a failure of a government policy used against disabled people from accessing the services and support they need.

8.8 NUS calls on the federal government to ensure that any changes made towards the NDIS are co-designed, co-developed, and co-delivered by people

with disabilities.

- 8.9 The 2024 NUS Disability Officer will work with disability advocacy organisations around the country and campaign against independent assessments being introduced as part of the NDIS. The 2024 National Disability Officer will campaign the federal NDIS minister advocating against independent assessments and them being introduced as part of the NDIS.
- 8.10 NUS recognises the collective advocacy of disabled students in fighting for disability spaces to be available on their university campuses.
- 8.11 NUS recognises that accessible disability spaces on university campuses are necessary to provide a safe space for disabled students that attend to their accessibility needs.
- 8.12 NUS believes that all university campuses should have accessible disability spaces available for all disabled students to access.
- 8.13 The 2024 National Disability Officer will work with NUS Secretariat, Representatives, Office Bearers under the guidance of disability officers, disability collectives and campus representatives across the nation and run a campaign advocating for accessible disability spaces to be available on all university campuses for disabled students.
- 8.14 The 2024 National Disability Officer will work with NUS Secretariat, Representatives, Office Bearers under the guidance of the Disability Officers to contact disability officers, disability collectives and campus representatives across the nation to open dialogues about what the NUS can do to support campaigns for accessible disability spaces to be available on their campuses.
- 8.15 NUS recognises that many students cannot access their education due to the lack of flexibility that is available.
- 8.16 NUS believes that all tertiary institutions should have hybrid/hyflex learning options available for all courses that are provided.
- 8.17 NUS will actively campaign to ensure flexible learning arrangements will continue in university settings, including online learning spaces and commtis

to doing so while working alongside relevant unions such as the NTEU.

- 8.18 NUS believes in the implementation of the Universal Design for Learning (UDL) within universities and recognises that this enables equitable access to education for all students, including students with disability and other students from diverse, minoritised backgrounds.
- 8.19 NUS urges TEQSA to reverse the 'return to compliance' code change to allow all students to be able to study in an accessible way.
- 8.20 The 2024 National Disability Officer will work with the 2024 National Education Officer and continue the We Need Both! Online and In-Person Education Now campaign. In doing so, they will work with Disability Collectives and campus representatives advocating for universities and tertiary institutions across Australia to offer their courses both in-person and online.
- 8.21 The 2024 National Disability Officer and 2024 National Education Officer will campaign the federal education minister and members of parliament, specifically those where a university or tertiary institution is located within their electorate calling for the hybrid/hyflex learning options to be provided by tertiary education institutions for all courses that are taught.
- 8.22 The 2024 National Disability Officer will contact disability officers, disability collectives and campus representatives across the nation to open dialogues about the status of hybrid/hyflex learning on their campuses and the support the NUS can provide towards advocating for the continuation of the delivery of hybrid/hyflex learning options.
- 8.23 NUS recognises the accessibility barriers that disabled students experience when wanting to engage within NUS spaces and events.
- 8.24 NUS rejects ableism in all forms and will take concrete steps to improve the accessibility of itself and conferences it runs.
- 8.25 NUS recognises the importance of including disabled students in the planning and actioning of activism in ensuring activist spaces and campaigns within NUS are accessible.

- 8.26 NUS recognises the importance of providing student activists and student organisations with resources on accessible activism and ensuring that campus activist spaces are accessible for disabled students.
- 8.27 The NUS will ensure that all Facebook events and registration forms created for NUS activities and events will include accessibility information and work with the 2024 National Disability Officer with providing this information.
- 8.28 The 2024 NUS Education Conference Organising Committee will include the NUS Disability Officer and ensure that the accessibility of the conference will be prioritised.
- 8.29 The 2024 National Disability Officer will work towards reviewing the current NUS Accessible Activism Guide and promoting this resource to all NUS National Officebearers and campus representatives. The 2024 National General Secretary will ensure that the Accessible Activism Guide is easily accessible and visible on the NUS website.
- 8.30 NUS recognises the importance of addressing the accessibility of NUS events and will ensure that its spaces are accessible to all members.
- 8.31 NUS rejects ableism in all forms and will take concrete steps to improve the accessibility of itself and conferences it runs.
- 8.32 NUS acknowledges the importance of providing an accessible quiet space and recognises the benefits of having these spaces available for those attending NUS events such as NUS Education Conference and NUS National Conference.
- 8.33 NUS will ensure that accessible quiet spaces are provided at all NUS events and will prioritise the wellbeing and safety of those attending their events.
- 8.34 The 2024 National General Secretary will work with the 2024 National Conference Organisers, NUS Secretariat, Representatives and Office Bearers under the guidance of the NUS Disability Officer in ensuring that accessibility needs are met for those attending the 2024 NUS National Conference.

- 8.35 The NUS will work with the host university for key NUS events and ensure that there is an accessible quiet space provided for both the 2024 NUS Education Conference and 2024 NUS National Conference for attendee's to access.
- 8.36 NUS recognises that it is imperative to have a high-quality tertiary education system that enables all students with disabilities and accessibility requirements to reach their full potential, and participate in the economic and social life of the community. To ensure education is appropriately delivered, NUS endorses the implementation of resources and training for university staff to effectively understand learning difficulties.
- 8.37 NUS rejects ableism and believes that all disabled students have a right to access their education free from discrimination.
- 8.38 NUS rejects the teaching of outdated and incorrect theories about disability within university courses and recognises that these theories are harmful towards the disabled community.
- 8.39 NUS condemns courses that do not utilise content warnings for sensitive material and believes that no student should be subjected to potential traumatising material.
- 8.40 NUS recognises that universities are not accessible for many students and calls on universities to ensure that all reasonable adjustments requested by disabled students to access their education are met. NUS calls on universities to ensure that all learning environments are accessible for disabled students and those with accessibility issues.
- 8.41 NUS calls on universities to consult disabled students and disability collectives on policies that impact a disabled student's access to education and ensure that these policies are co-designed by disabled people for disabled people.
- 8.42 The 2024 National Disability Officer will contact disability officers, disability collectives and campus representatives across the nation to open dialogues about disabled students' experiences with ableism and accessibility issues

that they have experienced on their campuses and the support the NUS can provide towards advocating for accessible university campuses and free from ableism.

- 8.43 The 2024 National Disability Officer will conduct a national survey that investigates the ableism and accessibility issues disabled students have experienced on university campuses.
- 8.44 The 2024 National Disability Officer will run a national campaign in response to the information gathered from the national survey with a list of key demands calling on universities to take action in ensuring that campuses are accessible and free from ableism.
- 8.45 NUS recognises the benefits of the inclusion of image descriptions in all materials and believes that all students have a right to access the materials produced by the NUS.
- 8.46 NUS recognises the importance of the inclusion of image descriptions in all materials produced as it ensures all materials are accessible for those who use assistive technology such as screen readers.
- 8.47 NUS recognises that the failure to include image descriptions in materials is a failure to include disabled students and those who experience accessibility issues in its campaigns.
- 8.48 NUS encourages all student unions to include images descriptions in the materials they produce to ensure that disabled students and those who experience accessibility issues are included within activist spaces.
- 8.49 The 2024 National Conference Organisers, NUS Secretariat, Representatives and Office Bearers under the guidance of the Disability Officers will ensure that all digital materials they produce will include image descriptions.
- 8.50 The 2024 National General Secretary will work with 2024 National Conference Organisers, NUS Secretariat, Representatives and Office Bearers under the guidance of the Disability Officers in producing a best practices guide for the use of image descriptions for all NUS National Officebearers.

- 8.51 The 2024 National Disability Officer will work with campus representatives and student organisations across the nation encouraging them to ensure that the digital materials they produce will include image descriptions.
- 8.52 NUS acknowledges that not all disabled students have access to the Disability Support Pension and for those that do have access to this payment - it is pivotal towards supporting them.
- 8.53 NUS believes that the 'study load' restrictions on the Disability Support Pension disadvantages disabled students from accessing tertiary education and supports the removal of such restrictions.
- 8.54 NUS understands that 'study load' and 'allowable time' restrictions on Youth Allowance and Austudy make tertiary education inaccessible for students with a disability and believes students should not be denied access to Youth Allowance or Austudy due to this.
- 8.55 NUS understands that disabled people are far more likely to be victims of financial abuse, and believes that the partner income test on the Disability Support Pension fails to recognise and respect the independence and autonomy of disabled people. NUS will advocate for the removal of the partner income test within the Disability Support Pension.
- 8.56 NUS supports a raise in the Disability Support Pension to uplift students with a disability out of poverty.
- 8.57 The 2024 NUS Disability Officer will work with disability advocacy organisations around the country and campaign for the removal of study load restrictions and the partner income test on the disability support pension.
- 8.58 The 2024 National Disability Officer will campaign the federal social services minister and minister for government services advocating for the removal of study load restrictions and the partner income test on the disability support pension.
- 8.59 The 2024 National Disability Officer will work with the 2024 National Welfare Officer in campaigning the federal social services minister to raise the Disability Support Pension and to remove study load and allowable time

restrictions on Youth Allowance and Austudy.

- 8.60 NUS understands that readability is important for a diverse range of disabilities.
- 8.61 NUS recognises that not all online learning materials and resources are correctly formatted for readability or accessible through assistive technology such as screen readers and adaptive technology and will advocate for all online learning materials to be screen reader and adaptive technology friendly.
- 8.62 NUS acknowledges students who are blind or have low vision find it difficult to access their education when universities provide resources in online learning environments that are not screen reader friendly or accessible to assistive and adaptive technology.
- 8.63 NUS acknowledges the numerous accessibility barriers blind and low vision students have experienced when using online learning environments and that these barriers have prevented them from continuing their studies.
- 8.64 NUS recognises that universities do not provide adequate training and resources for students who use adaptive technology to access their university courses.
- 8.65 NUS calls on universities to develop and provide training resources to assist students who blind or have low vision on how to use their adaptive technology as part of their university courses.
- 8.66 NUS calls on universities to provide adequate and comprehensive training for all staff involved in the provision of support services to students who are blind or have low vision.
- 8.67 The 2024 National Disability Officer will work with disability officers, disability collectives and campus representatives across the nation and run a campaign calling for universities to provide online learning environments and materials to be accessible through assistive and adaptive technology.
- 8.68 The 2024 National Disability Officer will develop campaign resources



targeting the Federal Education Minister to legislate for all course materials and educational resources to be accessible through assistive and adaptive technology.

- 8.69 NUS believes that housing is for all and should be accessible, secure, affordable and safe to live.
- 8.70 NUS recognises that disabled people have limited access to suitable accommodation and believes that disabled people have a right to make reasonable adjustments to their home to make it accessible without requiring the consent of their landlord.
- 8.71 NUS recognises that disabled people have been disproportionately impacted by the housing crisis due to the lack of affordable and accessible housing available.
- 8.72 NUS believes that no disabled person should be discriminated against when accessing housing and will commit to campaigning to reform State and Territory Residential Tenancy Acts to ensure that this does not occur.
- 8.73 NUS supports the right of disabled tenants to be accompanied – unencumbered and without harassment – by their assistance animals.
- 8.74 NUS calls for legislation which facilitates affordable accreditation for assistance animals but also prohibits evictions on the basis of having an assistance animal.
- 8.75 NUS supports specialised disability accommodation for students living on campus and condemns student accommodation providers who refuse to make their accommodation affordable and accessible
- 8.76 NUS calls for universities to provide accessible and affordable student accommodation for disabled students.
- 8.77 The 2024 National Disability Officer will work with the 2024 National Welfare Officer on a campaign advocating for state and territory governments to have fairer tenancy laws that do not discriminate against disabled people from accessing housing.

- 8.78 The 2024 National Disability Officer will work with the 2024 National Welfare Officer and campus representatives on a campaign calling for accessible and affordable student accommodation to be available on university campuses.
- 8.79 The 2024 National Disability Officer will work with the 2024 National Welfare Officer in campaigning the Federal Minister for Housing and Homeless calling for a national housing plan that includes a national housing strategy for disabled people in consultation with disabled people. This includes campaigning for a plan for affordable housing with a key focus on the supply of accessible social and affordable housing that meets universal design standards (Gold standard).
- 8.80 NUS rejects ableism in all forms and believes all students – vocational, undergraduate and postgraduate – deserve a safe learning environment free from discrimination and will focus on redressing community attitudes around disability.
- 8.81 NUS understands the intersectional struggles of disabled people, noting that LGBTQIA+ and CALD communities and other minority communities at large within the disability community are much more likely to be victim-survivors of violence, abuse, neglect, and exploitation.
- 8.82 NUS recognises the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability ('Disability Royal Commission'), including the 2023 final report, and calls for the implementation of its recommendations.
- 8.83 NUS calls for the Federal Government to create a Disability Rights Act to further enshrine the human rights of disabled Australians.
- 8.84 NUS calls for the Federal Government to reform the Disability Discrimination Act 1992 (Cth) to not only prohibit disability vilification but also implement a standalone duty to provide adjustments.
- 8.85 NUS calls for the implementation of recommendations from the 2022-2023 submissions of the NUS to the Disability Royal Commission and the Universities Accord, including for the implementation of the Duty of Care

model which would entail:

- a. creating an independent taskforce — such as a Students Ombudsman with an embedded Student Voice which includes the voice of disabled students — to investigate discrimination, vilification, and assault towards disabled students within higher education;
- b. establishing a Disability Education Commissioner who is empowered to ensure compliance of higher education providers — including universities — with the Disability Discrimination Act 1992 (Cth) and other anti-discrimination laws; and
- c. allowing the Commonwealth Ombudsman — by amending Section 5 of the Ombudsman Act 1976 (Cth) — to investigate complaints about Australian universities and TAFE.

8.86 NUS not only condemns the commodification of the disability sector and the higher education sector but also disavows the corporatisation of disability adjustments.

8.87 NUS believes in the inherent dignity of disabled people and that therefore they should have choice and control of decisions that impact their lives, including the provision of adjustments and disability support.

8.88 NUS denounces the prioritisation of profit over people and the disregard of disability rights within the education sector. NUS condemns the lobbyist, unilateral, and ableist tactics undertaken by universities and organisations representing universities with regards to disability policy and accessibility.

8.89 The 2024 National Disability Officer, in active collaboration with elected disability Office Bearers, based on the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, will reach out to appointed university disability royal commission implementation leads to formulate a report on what this means for universities and disabled students

8.90 The 2024 National Disability Officer will run a national campaign spreading awareness about the key recommendations of the final report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with

Disability and why these matter for disabled students.

- 8.91 The 2024 National Disability Officer will work with the 2024 National President in campaigning the federal government in particular the federal minister for social services and the federal minister for government services calling for the recommendations of the final report of the Royal Commission into Violence, Abuse, Neglect, Exploitation of People with Disability to be implemented.
- 8.92 The 2024 National Disability Officer will work with the 2024 National President and continue to campaign the federal education minister advocating for a Duty of Care Model for the Higher Education Sector to be established.
- 8.93 NUS recognises that the issue of sexual violence and sexual harassment ('SASH') disproportionately affects disabled students — and will ensure that all campaigning on this issue has focus on this and upholds the lived experience of disabled people.
- 8.94 NUS condemns the systemic neglect of disabled victim-survivors and the inaccessibility of on-campus processes for reporting SASH, discrimination, neglect, abuse, and other complaints relating to student welfare.
- 8.95 NUS stands with disabled students victim-survivors of assault, abuse, violence, exploitation, and neglect — and recognises that ableism is often co-constitutive with sexism, rape culture, racism, and other systemic forms of oppression.
- 8.96 NUS reaffirms its calls of government inquiries into abuse, neglect, discrimination, assault, and exploitation experienced by students on university campuses that specifically targets disabled students — in order to get a better insight into the way these issues specifically affect them.
- 8.97 NUS demands that TEQSA identifies violence against disabled people and ableism as sector-wide issues of concern within higher education institutions.
- 8.98 NUS demands universities to provide reporting mechanisms for sexual violence and support services that are safe, inclusive and accessible for disabled victim-survivors to access.

- 8.99 The 2024 National Disability Officer will work with the 2024 National Women's Officer and Queer/LGBTQIA+ officers in ensuring NUS campaigns addressing sexual violence on university campuses include the voices of disabled students.
- 8.100 The 2024 National Disability Officer will work with the 2024 National Women's Officer and Queer/LGBTQIA+ officers in encouraging student unions to work with disability representatives and disability collectives and include disabled voices within campaigns against sexual violence on university campuses.
- 8.101 The 2024 National Disability Officer will work with the 2024 National Women's Officer and Queer/LGBTQIA+ officers on a campaign calling for universities to provide reporting mechanisms for sexual violence and support services that are safe, inclusive and accessible for disabled victim-survivors to access.
- 8.102 NUS recognises it is an anti-ableist organisation and will do everything within its advocacy in ensuring that it provides a platform for disabled voices within its spaces.
- 8.103 NUS believes all activism should be accessible and understands some forms of activism are inaccessible to people with disabilities.
- 8.104 NUS commits, to the best of its ability, to include disabled students in the planning and actioning of activism to ensure accessibility in activist spaces. Additionally, the NUS aims to provide student activists and organisations with the resources and guidance to create accessible activism in a similar manner.
- 8.105 NUS recognises the importance of hosting the bi-annual Disability and Accessibility Conference and commits to holding this conference in 2024.
- 8.106 The 2024 National Disability Officer will deliver a national disability and accessibility conference for students with disabilities and access conditions, student carers, office-bearers and disability collective members to attend, whether it be in person or online.
- 8.107 NUS supports the creation and adequate maintenance of democratically

elected officers and associated department positions for disabled students in all student unions and believes that these departments are necessary for providing safe spaces and support for disabled students

8.108 NUS strongly encourages affiliate unions to work with democratically elected disability officers on campus to make all events and activities as accessible as possible such as providing safe spaces and mediating meaningful online participation.

8.109 NUS also acknowledges the importance of disability collectives on all campuses as a way to achieve better representation and engagement with disabled students.

8.110 NUS will work with on-campus democratically elected Disabilities & Carers Officers and aid in the assistance of setting up of collective rooms and spaces.

8.111 NUS will work with on-campus democratically elected Disabilities Officers to ensure campus disability collectives, accessibility rooms and disability spaces are open, stay open, and are accessible.

8.112 NUS will fight against funding cuts towards disability spaces and departments on campuses.

8.113 NUS strongly encourages affiliate unions to ensure student disability spaces recognise the inherent diversity within the disabilities community, including for students who do not self-identify as disabled but suffer accessibility issues.

8.114 The 2024 National Disability Officer will create a resource to be distributed to all student unions detailing on how to best represent and support disabled students within their student unions.

8.115 The 2024 National Disability Officer will work with campus office bearers and student unions and encourage them to create a role for a disability representative.

8.116 The 2024 National Disability Officer will reach out to all universities that do

not have a disability collective and will work with campus representatives to assist them in establishing Disability Collectives.

8.117 NUS believes that all TAFEs and Universities should have current Disability Action Plans that are registered with the Australian Human Rights Commission

8.118 NUS condemns universities and TAFEs with outdated disability action plans and believes this continues to represent a lack of action towards addressing the issues and barriers that disabled students continue to experience from accessing their education.

8.119 NUS calls on all TAFEs and Universities that have outdated Disability Action Plans to review their plans and ensure that they have current Disability Action Plans that ensure the inclusion for all disabled students and address issues of discrimination and accessibility.

8.120 The 2024 National Disability Officer will investigate universities and TAFEs and their current disability action plans. The 2024 National Disability Officer will open dialogues with disability officers, disability collectives and campus representatives about their universities disability action plans and how the NUS can support them being in discussions with their university about the development and actioning of these plans.

8.121 The 2024 National Disability Officer will campaign to ensure that TAFE and universities are upholding current Disability Action Plans that are registered with the Australian Human Rights commission. As part of this campaigning, the 2024 NUS Disability Officer will call for universities to ensure that their Disability Action Plans are co-designed by disabled students for disabled students.

The NUS:

8.122 Recognises that ADHD and Autistic students face greater costs and barriers to education than their enabled counterparts

8.123 Recognises that per the Disability Royal Commission, certain population groups I.e those with CALD, immigrant, First Nations, low socioeconomic

backgrounds experience greater difficulty being diagnosed correctly and accessing support

8.124 Seeks to platform lived experience over the medical model and promote the destigmatisation of neurodiversity and education supports

8.125 Urges tertiary institutions to adopt an inclusion based model for support services and abolish formal medical diagnosis of neurodiversity as prerequisites for student study and lifestyle support

The NUS

8.126 Condemns the lack of regulatory oversight and compliance breach consequences for institutions found not to be consistently accessible

8.127 Recommends that any established disability matter overseeing body have the power to fine and implement moderate to severe consequences coupled with financial impact for institutions found to be in breach of accessibility compliance.

8.128 Recommends the National construction code be updated to explicitly reflect the positive accessibility forward changes being made at a state based level

8.129 Urges the Minister for Education and TEQSA to support and implement reporting infrastructure that allows D/disabled students to express their concerns around accessibility.

8.130 NUS acknowledges that mental health issues are a form of disability and will advocate for extensive and accessible mental health services, especially those provided by the federal government and at universities.

8.131 NUS acknowledges the financial hardships students often face and the struggle, both financially and emotionally, students face paying for expensive mental health care.

8.132 NUS recognises that students benefit from counselling when suffering from mental health concerns and believes that students' mental health concerns may not be resolved with the capped mental health care services



available for students to access each year and that students should be able to access further sessions and services should they wish or need to.

- 8.133 NUS calls for the provision of mental health services to students who are not currently enrolled, acknowledging that access to these services can be the difference between whether or not a student is able to return to study.
- 8.134 NUS believes that University Services should be expanded to include uncapped visits to campus mental health services. 6. NUS recognises the impact untreated mental health can have on students throughout their degrees and believes that all students should have access to mental health services.
- 8.135 NUS calls on the federal government to uncap the number of visits allowed for students to access a mental health professional through Mental Health Care Plans.
- 8.136 NUS calls on universities to provide adequate funding for mental health services on their campuses, including: the reduction of wait times, uncapped mental health care services, and the provision of service to not currently enrolled students.
- 8.137 NUS calls on universities to have a current Mental Health Strategy that is co-designed by disabled students for disabled students.
- 8.138 The 2024 National Disability Officer will work with the National Welfare Officer to lobby and campaign to the Federal Government for increased community mental health care support including the Mental Health Care Plan to uncap the number of visits allowed for students.
- 8.139 The 2024 National Disability Officer will work with the National Welfare Officer and continue to lobby or campaign universities where appropriate, to include uncapped mental health care services for all students on campus.
- 8.140 The 2024 National Disability Officer will work with disabilities officers and other office bearers in student unions to lobby for adequate mental health services at all campuses, including: the reduction of wait times, provision of service to not currently enrolled students, and the breadth of services

available.

8.141 NUS recognises the disadvantages that student carers face while trying to navigate university and higher education.

8.142 NUS recognises that student carers should be provided support so they may continue to access their education while performing a caring role.

8.143 NUS believes that special consideration for student carers should be better advertised and more clearly available.

8.144 NUS believes that ongoing adjustments and special consideration should be provided to student carers.

8.145 NUS calls on universities to advertise their special consideration processes more clearly for student carers, and where not available, to provide consideration for student carers.

8.146 NUS will work with campus representatives to provide advice to, and advocate for, student carers.

8.147 The 2024 National Disability Officer will engage with student unions and will compile a list of which student unions currently advocate for student carers through their welfare, education or disability departments.

8.148 The 2024 National Disability Officer will engage with students unions to determine whether their University accommodates student carers with special consideration and changes for assessments. If no policy or accommodation exists, the NUS Disability Officer will assist student representatives in campaigning to their University to introduce policy.

8.149 NUS understands that culturally diverse people are disproportionately affected by ableism, and rejects anti-disability legislation in all forms.

8.150 NUS recognises that the right to live free from discrimination on the basis of disability or health status is a fundamental human right belonging to every person and believes that the Migration Act 1958 should not be exempt from the Disability Discrimination Act 1992.

- 8.151 NUS recognises that Australia's current legal framework excludes otherwise fully eligible visa applicants (and their family members) based on their disability or health status. NUS recognises that this approach reinforces the stigma and discrimination that people with disabilities and health conditions already face.
- 8.152 NUS calls on the federal parliament to replace Australia's outmoded migration health requirements with a framework that is consistent with international human rights law standards and positively recognises individual and overall family contributions to Australian communities.
- 8.153 NUS calls for the removal of the exemption in the Disability Discrimination Act 1992 to the Migration Act 1958 NUS calls for the granting of an automatic health waiver for all children with a disability or health condition born in Australia to temporary visa applicants if the family wants to apply for further visas.
- 8.154 The 2024 International Officer with the guidance of the National Disability Officer will campaign the federal government for the fair treatment for migrants with disabilities, and campaign for the removal of the exemption in the Disability Discrimination Act as it applies to the Migration Act.
- 8.155 The 2024 International Officer with the guidance of the National Disability Officer will campaign for the removal of the 10-year residency qualification period for migrants to access Disability Support and Aged Pensions. They will also campaign for the granting of an automatic health waiver for all children with a disability or health condition born in Australia to temporary visa applicants if the family wants to apply for further visas.

The NUS

- 8.156 Condemns the discrimination against D/disabled people and the perpetuation of the medical model through the visa requirements.
- 8.157 Urges the federal government and Minister for relevant portfolio to abolish the healthcare cost cap for international visas
- 8.158 Urges the Migration Department and International Students Office to

develop standardised protocols for communication proficiency

- 8.159 Recommends that the language evaluation test be adapted to evaluate for communication proficiency, not just purely English proficiency to transition visa requirements to be inclusive of different modes of communication
- 8.160 Recommends D/disabled students be a core consultant group for any discussion surrounding the proficiency of communication test
- 8.161 NUS acknowledges that not all disabilities are visible and are often dynamic
- 8.162 NUS acknowledges that invisible disabilities exist and that there needs to be more education about the presence of invisible disabilities and about how students can be appropriately supported.
- 8.163 NUS recognises that for many people with invisible disabilities it can be challenging for them to feel comfortable in disclosing information about what they can and can't do and what they need to stay safe and well, especially with universities and workplaces.
- 8.164 NUS demands that universities and student unions publicise that their support services and collectives are available to all types of disabilities, including those with invisible disabilities. NUS encourages spreading campaigns of this nature in order for students to be better able to self-identify.
- 8.165 The 2024 National Disability Officer will work with student unions and disability officers and disability collectives in ensuring that their support services and spaces are available to all types of disabilities, including those with invisible disabilities.
- 8.166 The 2024 National Disability Officer will create resources for student unions on what they can do to better support those with invisible disabilities. These resources will bring awareness on invisible disability and the challenges that students with invisible disabilities experience with accessing their education and provide recommendations on what student unions can do within their support services and spaces as well as advocacy in ensuring that support is available for students with invisible disabilities.

- 8.167 The 2024 National Disability Officer will run an awareness campaign about invisible disabilities and why it's important to address the stigma associated with invisible disabilities and the need to improve access to student support services within universities. The 2024 National Disability Officer will work with student unions in calling for universities to publicise their support towards students with invisible disabilities and ensuring that their support services are available to all types of disabilities, including those with invisible disabilities.
- 8.168 NUS endorses the Social & Human Rights Model of Disability and rejects the pathologising of disabled people's identities by duty-holders such as universities, vocational education providers, medical institutions, and service-providers.
- 8.169 NUS asserts that disability rights are human rights, and human rights are disability rights.
- 8.170 NUS recognises that disabled people have a right to social and cultural participation and acknowledges the collective voices of disabled people, for whom the choice between Identity-First Language ('IFL') and Person-First Language ('PFL') is often a personal choice arising from their individual lived experience.
- 8.171 NUS denounces the medicalising 'one-size-fits-all' approach towards disability and supports the dignity within disability pride, which includes acknowledging Deaf Culture, the Neurodiversity paradigm endorsed by Neurodivergent people (including Autistic people), and the lived experience of people with psychosocial disability.
- 8.172 NUS recognises the diversity within the disability community and that not all disabilities are visible. NUS acknowledges that many people who do not self-identify as Disabled are still entitled to disability rights such as the right to adjustments and accommodations, in line with the Social & Human Rights Model of Disability.
- 8.173 The 2024 National Disability Officer will reach out to student unions to open dialogues about how they can ensure a Social & Human Right Model of disability is upheld through university co-designed Disability Action and

Inclusion Plans as opposed to a medicalising approach.

- 8.174 The 2024 National Disability will work with disability officers, disability collectives and campus representatives in advocating universities for the removal of medical evidence as proof of disability when disabled students and those with accessibility issues are requesting adjustments and accommodations in order to access their education.
- 8.175 NUS supports accurate closed captioning services on all online videos and learning materials and will advocate for all lectures to be recorded.
- 8.176 NUS acknowledges students who are deaf, hard of hearing or experience any form of auditory accessibility requirement find it difficult to access their education when universities provide resources that include audio without closed captions.
- 8.177 NUS calls on universities to record all lectures and provide accurate closed captions for all online videos and learning materials.
- 8.178 NUS calls on the federal government to legislate for all tertiary video and audio resources to be closed captioned.
- 8.179 The 2024 National Conference Organisers, NUS Secretariat, Representatives, Office Bearers under the guidance of the National Disability Officer will work with the National Education Officer in supporting campus representatives in on-campus lobbying activities for all university video and audio materials to be accurately closed captioned and accurate transcripts to be available, and for all lectures to be recorded.
- 8.180 The 2024 National Disability Officer will advocate for student unions to include closed captioning in all video content that they produce and upload on social media.
- 8.181 The 2024 National Conference Organisers, NUS Secretariat, Representatives, Office Bearers under the guidance of the National Disability Officer will work with the National Education Officer in campaigning the federal government, in particular the federal minister for education, to legislate for all tertiary video and audio resources to be closed captioned.

- 8.182 All 2024 National Officebearers will ensure that all video content that is produced for the campaigns of the National Union of Students are captioned and available upon upload, or employ the services of an Auslan Interpreter.
- 8.183 NUS must ensure all printed and digital materials produced be created with consideration for disabled students and those with accessibility issues.
- 8.184 NUS recognises that all materials produced by NUS should assist students accessing services available to them and engaging in student life as well as the campaigns and issues that the NUS is advocating on.
- 8.185 NUS affirms the belief that all materials should be correctly formatted for readability and accessible through assistive technology such as screen readers and adaptive technology and maintain a font size large enough, minimum 12pt, and with wide enough spacing to be readable for students with a diverse range of disabilities.
- 8.186 NUS believes that all materials produced should use “sans serif” fonts and avoid the use of italics.
- 8.187 NUS acknowledges that materials should feature a strong contrast between text colour and background colour and should be formatted with adequate spaces between text and graphics NUS believes that in all digital materials, images should be accompanied by image descriptions that are clear and contain any text included in the image.
- 8.188 NUS believes that all NUS digital documents and websites should have text embedded and ensure that alt text has been used for any non-text content that has been produced.
- 8.189 NUS will ensure that all materials produced have a clear contrast of colours, and ensure they are accessible to students who are colour blind.
- 8.190 NUS recognises that websites used by the NUS for information about the organisation and its campaigns should be screen reader friendly and use accessibility tools that meet the web content accessibility guidelines ensuring that online materials are more accessible for disabled students and those with accessibility issues.

- 8.191 The 2024 NUS Representatives, Office Bearers under the guidance of the National Disability Officer with the support of the 2024 National General Secretary and 2024 National President will develop an accessible materials guide in consultation with campus disability officers and disability collective.
- 8.192 The 2024 NUS Representatives, Office Bearers under the guidance of the National Disability Officer will work with the 2024 National General Secretary in the distribution of this accessible materials guide to all student unions and NUS Officebearers. The 2024 National Disability Officer will work with student unions and encourage them to adopt what is recommended within the accessible materials guide for all printed and digital documents and websites to be accessible for all disabled students and those with accessibility issues.
- 8.193 The 2024 National General Secretary will work with the 2024 NUS Representatives, Office Bearers under the guidance of the National Disability Officer in ensuring all NUS printed and digital materials are accessible and work with other NUS Officebearers to promote best practice within the NUS.
- 8.194 The 2024 National General Secretary will ensure the updated accessible materials guide is uploaded to the NUS website as a resource available to access.
- 8.195 The 2024 National General Secretary will review the current NUS website and ensure that it meets the web content accessibility guidelines.
- 8.196 The NUS will ensure all NUS Conference documents are accessible and meet best practices included within the accessible material guide to ensure student delegates and attendee's various needs of accessibility are met.
- 8.197 NUS acknowledges that access to healthcare and special adjustments in education is difficult for disabled students. This institutional hardship is often exacerbated for students who are women, gender diverse, queer, culturally diverse, or linguistically diverse.
- 8.198 NUS acknowledges the necessity to provide resources and support where possible to student activists and organisations to assist with the education, support, and seeking of treatment and ongoing care of disabled students with



intersecting under-represented identities.

8.199 NUS calls for universities to provide better awareness of the support services available for disabled students with intersecting under-represented identities to access.

8.200 NUS calls on universities to provide adequate and comprehensive training that is culturally safe for all staff involved in the provision of support services for disabled students and those with accessibility issues.

8.201 The 2024 National Disability Officer will work with student unions in providing resources and support to assist with the education, support, and seeking of treatment and ongoing care of disabled students with other intersecting under-represented identities.

8.202 The 2024 National Disability Officer will work with students union and campaign universities to provide better awareness of the support services available for disabled students with other intersecting under-represented identities to access.

8.203 The 2024 National Disability Officer will work with student unions and campaign universities to provide adequate and comprehensive training that is culturally safe for all staff involved in the provision of support services for disabled students and those with accessibility issues to ensure that the best support is provided for those from intersecting under-represented communities.

8.204 NUS acknowledges that significant barriers remain in equal access to education, where services are significantly underfunded, poorly advertised or ineffective.

8.205 NUS recognises that disabled people know best what they require in terms of support and commits to supporting them in achieving the accommodations.

8.206 NUS believes that the following accessibility requirements of all students should be met:

8.207 That receiving required support, adjustment or considerations should not

be onerous on the affected persons;

8.208 Without enduring long and arduous processes to receive accommodations;

8.209 Without being required to register private medical information in a widely accessible university database;

8.210 Promptly and respectfully by educators;

8.211 Without displaying and perpetuating a stigma surrounding disabilities; and

8.212 Without requiring proof of a diagnosis, with acknowledgement that a GP referral is adequate proof of requiring special consideration.

8.213 NUS believes that special consideration and access plans are fundamental to ensuring equal access for all students and will campaign for proper funding and implementation of these services.

8.214 The 2024 National Disability Officer will open dialogues with campus disability officers and disability collectives discussing what support the NUS can provide in advocating for better accessibility requirements and support for disabled students on campuses.

8.215 The 2024 National Disability Officer will continue to work with office bearers and disabilities officers to advocate for better disability services and rights across all campuses.

8.216 The 2024 National Disability Officer will work with the 2024 National Education Officer in calling for universities to provide proper funding towards the implementation of student consideration and access plans.

8.217 Recognises the value of the NDCO program and HEDSP in deconstructing the cyclical nature of generational poverty within D/disabled communities

8.218 Supports the implementation of a Disability Education Commissioner with the power to have national oversight of adherence by educational institutions to anti discrimination laws and DDA as well as the ability to deregister and fine non compliant institutions.

- 8.219 Supports reforming HEDSP policy to include noncompliance consequences
- 8.220 Supports amending the DDA to remove section 5(2) that dictates a causal nexus between conduct and disability is needed to prove direct or indirect discrimination and replace it with a causal nexus between conduct effect and disability.
- 8.221 Seeks to reform and revive the NDCO program with a national oversight regulatory body that answers to the Disability Education Commissioner.
- 8.222 The NUS supports a policy that aims to link special consideration and Academic Adjustment Plans (AAPs) for students with disabilities and health conditions in Australia's universities. We ask the NUS to:
- a. Reduce the administrative burden and stress for students, ensuring that their needs are recognised and accommodated, students with disabilities and health conditions who have an AAP should be automatically eligible for special consideration for any assessment that is covered by their AAP, without having to submit a separate application or provide additional documentation.
  - b. Grant provisional special consideration applications and AAP applications for any assessment that is covered by their pending AAP, until their AAP is finalised. Students with disabilities and health conditions who do not have an AAP but have applied for one should not be disadvantaged by the delays or difficulties in obtaining an AAP, and their circumstances should be taken into account. A penalisation process for misleading applications could be established.
  - c. Support students who are applying for special consideration and/or an AAP for any assessment that is affected by new circumstances. Students with disabilities and health conditions who have an AAP but experience additional or exacerbated circumstances that are not covered by their AAP should be supported in the event of unexpected or worsening situations that impact their studies.

8.223 The NUS recognises the difficulty in which ADHD & Autism diagnoses are obtained. Thus, students should not be required to obtain a diagnosis from a psychiatrist but should be able to access accommodations based on a provisional diagnosis from a psychologist, who can assess their functional impairment and recommend appropriate adjustments.

8.224 Higher education institution should provide different types of adjustments for different categories of students, based on their specific needs and preferences. For example, students with ADHD may benefit more from adjustments such as staggered assessment, breaks, or alternative formats of assessment, rather than a plain extension, compared to students with chronic medical conditions who may benefit greatly from extension due to their fluctuating symptoms. The adjustments should be determined by the student and the university in consultation with relevant health professionals and experts, and should be reviewed and updated regularly. While it is understood student-specific adjustments would be difficult to implement, we are of the belief that one blanket adjustment for all students with an AAP is not sufficient.

8.225 The higher education institutions should increase their efforts in raising awareness and accessibility of the AAP system among students and staff. We suggest that the AAP system should be advertised and promoted through various channels, such as the university website, social media, newsletters, coordinators should include information about the AAP system and how to obtain it at the beginning of each subject under housekeeping, and offer reminders throughout the semester to encourage students to apply for an AAP if they need one.

8.226 Higher education institutions should enhance the transparency and consistency of the AAP system across different subjects and faculties. We propose that the adjustment for AAP holders should be outlined and communicated along with the assessment schedule for each of the scheduled tutors, as the student has already gone through the approval process for the AAP. This process fosters an extremely wide range of attitudes towards the AAP system. An anecdotal example from the Design faculty at the University

of Melbourne from a subject coordinator is, 'I do not believe in AAPs Thus we suggest that the AAP system should be aligned and harmonised across different subjects and faculties, and that any variation or exceptions should be justified and documented.

- 8.227 Higher education institutions should review the AAP system periodically, starting off by collecting year-end surveys from students that have obtained AAPs.
- 8.228 NUS will urge the Australian Government, the higher education sector, and the wider community to support this policy and to work together to ensure its implementation.
- 8.229 The NUS will work with disability officers, collectives and on campus representatives when campaigning for this policy.
- 8.230 NUS believes that teaching spaces should be completely accessible, especially for wheelchair users and users of mobility aids.
- 8.231 NUS acknowledges that teaching spaces on campuses are not accessible to wheelchair users and other users of mobility aids, NUS supports the action towards making all higher education venues accessible.
- 8.232 NUS believes that higher education institutions should provide free accessible parking for disabled students — and that public transport should be completely accessible, including for wheelchair users.
- 8.233 NUS asserts that the right to inclusive education — an education which is not only physically accessible but also equitable — is a human right which requires structural reform and systemic change, bolstered by both awareness raising and policy reform.
- 8.234 The 2024 National Disability Officer will support campus representatives in grassroots advocacy to redress the inaccessibility of campuses and other teaching spaces.
- 8.235 The 2024 National Disability Officer will work with campus disability officers and disability collectives and campaign for the rights of disabled

students to be able to access their education. This campaign will highlight the rights of wheelchair users and those who use other mobility aids to access inclusive education and the teaching spaces of their education providers, raising awareness of these issues of structural ableism on both campus and sector levels.

8.236 The 2024 National Disability Officer will work with disability officers and disability collectives to campaign universities to provide free accessible parking for disabled students.

8.237 The 2024 National Disability Officer will work with disability officers and disability collectives to petition for all public transport to be made accessible in a timely manner and will lobby for the improvement of public transport services.

8.238 The 2024 National Disability Officer will work with the 2024 National Education Officer in lobbying sector stakeholders, including Members of Parliament, in approving expenditure to make higher education accessible and meeting minimum accessibility standards of the National Construction Code, removing the excuse that it is too costly.

8.239 The NUS will acknowledge difficulties faced by students with disability in the just reimbursement of fees

8.240 The NUS will advocate for a one-year period for the process of ROD to occur following withdrawal from study within that same year.

8.241 The NUS will push to ensure the aim of greater flexibility within the ROD process and has a policy platform within student unions.

8.242 NUS affirms its belief that disability is not a dirty word.

8.243 NUS recognises the importance of disability pride and how it is about challenging the negative narratives that often surround disability.

8.244 NUS recognises the contributions and the work that those within the disabled community have fought for towards the advocacy of building fairer, more inclusive and accessible societies and that there is more that needs to

be done to ensure complete equity for the disabled community.

8.245 NUS recognises the importance of allies of the disabled community to take time to educate and reflect on the role they can towards dismantling disability barriers.

8.246 NUS encourages student unions in supporting initiatives and campaigns that promote pride within the disabled community and challenge the negative narratives that often surround disability.

8.247 The NUS will run a campaign about Disability Pride that will bring further awareness about Disability Pride Month and why disability pride matters. This campaign will highlight the achievements of the disability rights movements but also highlight the ongoing issues that the community continue to experience in the fight for disability rights. This campaign will centre a Social and Human Rights model of disability to reject any stigma that comes from the Medical model.

8.248 The NUS will work with student unions in supporting their disability officers and disability collectives in running campus based initiatives and campaigns that promote pride within the disabled community and challenge the negative narratives that often surround disability.

# International

- 9.1 Solidarity with International Students: The National Union of Students (NUS) unequivocally stands with international students, recognizing their invaluable contribution to Australia's economy, culture, and academic community.
- 9.2 Advocacy in Government Interactions: In all interactions with the government, NUS will actively advocate for the interests and rights of international students. This includes lobbying for policies that support their welfare and counteract any negative impacts caused by misconceptions or biases.
- 9.3 Media Engagement and Bias Call-Out: NUS commits to engaging with the media to challenge and correct biased narratives about international students. Whenever instances of unjust portrayal or scapegoating in the media are identified, NUS will proactively call out these biases and work towards setting the record straight.
- 9.4 Inclusive Communication: In its communications, whether public statements, social media posts, or press releases, NUS will highlight the positive role of international students in Australia, actively countering any misinformation and biased portrayals.
- 9.5 NUS supports that International student working hours should be relaxed and be given equal opportunities
- 9.6 The NUS calls for better working conditions for international students.
- 9.7 The NUS condemns employers who take advantage of international students and who commit wage theft
- 9.8 The NUS supports increasing working hours for international student visa holders.
- 9.9 The NUS International Officer will advocate for more education on the rights of working international student visa holders.
- 9.10 The NUS calls for the abolition of international student working hour restrictions.



- 9.11 The NUS condemn the exploitative practices of third party education companies targeted at international students
- 9.12 The NUS condemn public institutions that support third party education companies targeted at international students
- 9.13 NUS should acknowledge and support that visa status should not determine the capabilities and talents of an International Student. Everyone deserves a fair chance.
- 9.14 NUS calls on all Student unions to ensure that Universities organising career fairs are inviting more companies to career fairs that will be open to offering opportunities for international students or graduates on temporary visas
- 9.15 NUS encourages the Student unions to lobby universities to provide more job opportunities for International students
- 9.16 The NUS will campaign for universities to incorporate comprehensive information on tenancy rights, housing regulations, and resources into their orientation programs for international students. This includes educational materials, workshops, and support services aimed at empowering students with the knowledge necessary to navigate the Australian rental landscape.
- 9.17 The NUS will campaign for universities to establish dedicated support services for international students facing accommodation challenges. These services should provide guidance on navigating the rental market, resolving disputes with landlords, and understanding tenancy agreements.
- 9.18 The NUS will campaign for universities to establish partnerships with local housing providers to offer affordable and safe accommodation options. Universities should actively promote these options, ensuring they meet adequate standards and provide fair and transparent leasing arrangements.
- 9.19 The NUS will advocate for the integration of policies within universities to incorporate education on workforce rights for international students as part of their orientation programs. This education should encompass information on Australian employment laws, avenues for reporting exploitation, and the role

of trade unions in safeguarding workers' rights.

9.20 The NUS will actively support and promote the formation of student-led initiatives, in collaboration with trade unions, to encourage and facilitate trade unionism among international students. This includes organising workshops, seminars, and outreach programs.

9.21 The NUS will advocate for universities to provide comprehensive visa support services. This support should include guidance on visa application processes, extension options, and post-study work opportunities.

9.22 The NUS supports the establishment of national merit-based scholarships for International Students

9.23 Standing for free education is about standing up for the rights and livelihood of international students, but also about fighting for a liberatory education system.

9.24 NUS supports free education on principle.

# Ethnocultural

- 10.1 NUS demands an end to the bombing, Israeli withdrawal from Gaza and an end to the siege on Gaza. NUS calls for the release of all civilian Palestinian women from Israeli prisons. NUS condemns the use of sexual assault by Israeli troops and prison guards against women prisoners.
- 10.2 The NUS acknowledges the 1948 Nakba and its ongoing effects on the human rights of the Palestinian people.
- 10.3 The National Union of Students recognises the boycotts, divestment and sanctions (BDS) movement as a legitimate form of international pressure on Israel to end the occupation and apartheid system against the Palestinian people. NUS expresses sympathy for innocent lives on both sides of the war on Gaza.
- 10.4 The NUS rejects attempts to conflate Judaism and Zionism.
- 10.5 The National Union of Students calls for an immediate & humanitarian ceasefire.
- 10.6 The NUS supports the BDS movement in their calls for boycott, divestment and sanctions to achieve freedom, justice and equality for Palestinians.
- 10.7 The National Union of Students designates the National Union of Students an official Apartheid Free Zone.
- 10.8 The National Union of Students calls for a National Day of Action on 20 February 2024 in correspondence with the World Day of Social Justice to shed light on Israel's continuous violation of Palestinian human rights.
- 10.9 NUS calls for the Australian government to pull back its support for the Israeli government's ongoing attacks which is a humanitarian crisis in Gaza and condemns Peter Dutton's racist campaign against muslims and arabs
- 10.10 NUS unequivocally condemns Islamophobia
- 10.11 NUS condemns as an extreme hate crime the arson attack on a Burgertory store in Caulfield

- 10.12 NUS will commit to promoting the weekly Palestine rallies in Melbourne, Sydney, Perth, Brisbane, Canberra and Adelaide using social media, email lists and press releases.
- 10.13 NUS must encourage members to attend Ethnocon to support the BIPOC student community and, where possible, for student unions to offer BIPOC office bearers financial support to attend the conference.
- 10.14 The NUS Collaborate with Muslim student organisations to create inclusive events and programs.
- 10.15 The ethnocultural officer will conduct research to create policies to support Muslim and Middle Eastern students against racism, results should be openly available to use by all affiliated campuses.
- 10.16 The NUS must lobby the federal government to ensure that universities and higher education providers are actively creating inclusive events and programmes to ensure greater participation on campus.
- 10.17 The NUS believes that people should be able to choose how they dress and it is not the government's role to tell them what they can wear
- 10.18 The NUS will promote campaigns for Muslim women's freedom in dress choice in educational settings.
- 10.19 The NUS will promote campaigns for Muslim women's freedom in dress choice in educational settings, conduct cultural awareness programmes about religious attire, implement a policy to protect the right of students to wear religious attire, organise panel discussion and forums on religious freedom and expression, and collaborate with fashion and cultural studies departments to educate on religious dress.
- 10.20 NUS opposes Anti-Asian racism and Yellow Peril, including the rise of Anti-Asian hate crimes during COVID-19, and stands in solidarity with anti-racist movements to stop Asian hate. NUS denounces and advocates anti-Asian hate-speech.
- 10.21 NUS opposes all forms of racism, colonialism and ethno-nationalism —

including racist hate-speech and racial vilification — and is opposed to fascism, far-right politics, white supremacy, antisemitism, and Islamophobia.”

- 10.22 The NUS will stand against anti-Semitism in all forms including by members of the Student Union movement when it occurs.
- 10.23 That Universities must be safe places for all communities to come together and learn.
- 10.24 The NUS believes that all communities in Australia should be able to live in peace and harmony without the fear of discrimination.
- 10.25 The NUS rejects any equating of Judaism and Zionism.
- 10.26 The NUS calls upon universities to allocate dedicated funding for cultural events that celebrate and embrace the diversity of communities on campuses. This funding should be easily accessible to student-led organisations, ensuring a sustainable and inclusive approach to organising cultural events throughout the academic year.
- 10.27 Encouraging the formation of collaborative planning committees, the NUS suggests the involvement of students, staff, and community representatives in organising cultural events. These committees can facilitate the exchange of ideas, ensuring that events are representative, inclusive, and reflective of the diverse backgrounds within the university community. Planning Committees must consult with members of specific faiths and cultures i.e. an Eid Mubarak event must include at least 1 (one) Muslim person on their committee
- 10.28 The NUS advocates for the creation of dedicated spaces on campuses that allow for the celebration of cultural diversity, fostering harmonious interactions. These spaces can serve as hubs for various cultural events, providing a physical representation of the university's commitment to fostering an inclusive environment.
- 10.29 In addition to supporting specific cultural events, the NUS demands and mandates universities to promote interfaith and intercultural dialogue, enhancing social cohesion. This can include panel discussions, seminars, and

workshops that facilitate conversations and understanding among students from different cultural and religious backgrounds.

10.30 Integration of Cultural Events into Academic Calendar: To emphasise the importance of cultural events, the NUS suggests working with universities to integrate these celebrations into the official academic calendar, promoting a harmonious balance between academic and cultural pursuits.

10.31 NUS recognises that people of colour are subject to racism on the basis of their ethnicity, nationality, culture, religion, or linguistic background, and many students and staff members are not properly educated on cultural insensitivities or on how to properly call out or fight racism.

10.32 NUS supports efforts to educate all staff and students at universities through cultural awareness modules to fight misconceptions, racist stereotypes, and discrimination on campuses.

10.33 The NUS will establish a partnership with BIPOC lead organisations to establish upskilling workshops for BIPOC students who are interested in politics.

10.34 NUS demands universities to ensure International Students have access to mental health services that are not only affordable but culturally responsive and culturally appropriate.

10.35 NUS calls upon universities to ensure targeted outreach for international students occurs every semester, preferably led by mental health practitioners with lived in cultural experience.

10.36 NUS calls for Ethno offices within student unions to create BIPOC mentoring groups aimed at first year students. This will enable students to learn and upskill their leadership knowledge to help create a more enriched and diverse campus

10.37 NUS condemns the current policy of the Australian government of refugee detention, and calls for all those suffering to be brought to Australia as protected refugees

- 10.38 The NUS condemns the government's refugee detention policies and calls for the freedom of refugees wrongfully detained by the government
- 10.39 NUS calls for not only an ongoing review and reform of Australia's migration system but also a review which is anti-racist and inclusive of the lived experience of migrants, refugees, and asylum seekers.
- 10.40 NUS welcomes the High Court's decision — in *NZYQ v Minister for Immigration, Citizenship and Multicultural Affairs & Anor* [2023] HCA — that indefinite detention of non-citizens who cannot be deported is unconstitutional. NUS believes that any review of Australia's immigration system must incorporate this High Court ruling against indefinite detention.”
- 10.41 NUS calls for Amending disability and migration Act as it prevents students from obtaining education and getting the best outcomes
- 10.42 NUS calls on the Australian government to do a complete overhaul of visa rules, for workplace and migration laws to be strengthened and better enforcement to deter exploitation. Migrants should also be given more help to reclaim lost wages.
- 10.43 The NUS calls on universities and tertiary education providers to support a graduate attribute that allows for integrated cultural competency workshops, trainings, peer groups, and cultural mentors. These sessions attempt to foster greater student engagement with diverse communities, committing to the actions and responsibilities of a professional and global citizen, and for the inclusion, and thus advancement, of diverse peoples.
- 10.44 Recognising the ongoing gender apartheid in Afghanistan and its effects on the wellbeing of Afghan women and girls with special reference to students.
- 10.45 Condemning the deportation of Afghan families in Pakistan that have settled since the Soviet invasion of Afghanistan.
- 10.46 The NUS recognises the primary purpose of the AUKUS deal as a means to promote regional stability in the Pacific and to enhance national security without antagonistic intentions.

- 10.47 Emphasises the importance of learning from history, to prevent repeating past mistakes and ensure healthy bilateral relationships.
- 10.48 Understands that while the AUKUS deal serves as a deterrent and not an instigator, the rhetoric surrounding it can, unfortunately, be leveraged for xenophobic sentiments against Chinese-Australians.
- 10.49 Affirms that the Communist Party of China (CPC) in government and the Chinese people, including Chinese-Australians, are distinct entities. Criticisms or concerns about the CPC or its policies should never translate into prejudice against the Chinese community at large.
- 10.50 Urges all members and representatives of the NUS to communicate the nuances of the AUKUS deal with clarity, emphasising that while national security is of utmost importance, the narrative should be concise, sensitive, and respectful.
- 10.51 Commits to fostering an environment of inclusivity, ensuring that all discussions related to the AUKUS deal are devoid of xenophobia, and celebrates the achievements of all nations.
- 10.52 The NUS stands in solidarity with Ukraine and its people and supports its right to self-determination and freedom
- 10.53 The NUS commends the Federal Government for its ongoing support to Ukraine and commends any and all support sent in support of the Ukrainian people.
- 10.54 The NUS will release a statement, write to the Prime Minister Anthony Albanese and Foreign Minister Penny Wong with the following. The NUS:
- a. Condemns Israel's bombing campaign on Gaza and total blockade of basic necessities which has resulted in the deaths of over 11,000 Palestinian.
  - b. Expresses our disappointment in the lack of support offered to the Australian Palestinian community, many of whom have loved ones trapped in Gaza;



- c. Ask the Government to recognise that Palestinians and Jewish Australians have increasingly been the targets of hate speech, discrimination, and dehumanising language both online and within the community. We call on the government to combat such behaviour wherever it appears.
- d. NUS supports Senator Fatima Payman in condemning Israel's military actions in Gaza and urges federal members to join her in condemning the total siege on Gaza and bombing of civilian populations in Gaza, the West Bank, and Israel;
- e. Demands for the Federal Government to uphold the principles of international law and human rights, and to condemn all war crimes that have occurred in this crisis, including Israel's use of collective punishment on the people of Gaza;
- f. Demands the Federal Government to
  - i. Provide the same opportunities for evacuations for Palestinian Australians and their families and Israeli Australians and their families.
  - ii. Urge the Israeli Government to lift the siege on Gaza, to withdraw military occupation and end the blockade on Gaza.
  - iii. Urgently provide much-needed humanitarian aid to the people of Gaza including medical supplies and funding that will facilitate the restoration of passages from Gaza.
  - iv. Work with members of the international community to seek an end to the conflict, protect civilian life, and condemn any further escalations.
- g. The NUS will firmly stand against genocide, ethnic cleansing, and the targeting of civilians, and abhors any further violence against any civilians in Gaza, the West Bank and Israel. We unequivocally condemn antisemitism and islamophobia and stand in solidarity with all of those affected by this crisis.

10.55 The NUS will advocate for an urgent humanitarian ceasefire in Gaza and the immediate release of all hostages, noting that civilians of Gaza and Israel including women and children urgently need one.

10.56 The NUS condemns the Federal Government's refusal to denounce Israel's bombing campaign on Gaza and total blockade of basic necessities which has resulted in the deaths of over 14,000 Palestinians.

10.57 The NUS expresses our disappointment in the lack of support offered to the Australian Palestinian community, many of whom have loved ones trapped in Gaza.

10.58 The NUS recognises that Palestinians and Jewish Australians have increasingly been the targets of hate speech, discrimination, and dehumanising language both online and within the community. We call on the government to combat such behaviour wherever it appears.

10.59 The NUS requests for the Federal Government to uphold the principles of international law and human rights, and to condemn all war crimes that have occurred in this crisis, including Israel's use of collective punishment on the people of Gaza

10.60 The NUS calls on the Federal Government to:

- a. Provide the same opportunities for evacuations for Palestinian Australians and their families and Israeli Australians and their families.
- b. Strongly urge the Israeli Government to lift the siege on Gaza, to withdraw military occupation and end the blockade on Gaza.
- c. Urgently provide much-needed humanitarian aid to the people of Gaza including medical supplies and funding that will facilitate the restoration of passages from Gaza.
- d. Work with members of the international community to seek an end to the conflict, protect civilian life, and condemn any further escalations.

10.61 The violence and loss of life in Gaza is unacceptable and must come to an end. Therefore, National Union of Students:

10.62 Demands that the Federal Government calls for an immediate permanent ceasefire in Gaza, and the release of all hostages in Gaza and Palestinians detained in Israel.

- a. Call on the Federal Government to advocate for the following principles:
- b. Israel must adhere to international humanitarian law.
- c. Collective punishment must end in Gaza.
- d. Civilians should not be starved of food, water, medicines, and power
- e. Aid organisations must have access to Gaza, and must be able to work effectively.
- f. The deaths of 5,000+ children are not acceptable collateral damage.

10.63 NUS opposes Israel's ethnic cleansing in Gaza, and the 75+ year occupation which preceded it.

10.64 NUS rejects Israel's 'pinkwashing' of occupation and genocide.

10.65 NUS stands alongside the Palestinians, and sees the liberation of all oppressed people as linked with their cause.

10.66 NUS will support legal pro-Palestine rallies across Australia.

10.67 The NUS LGBTI+/Queer officers, in consultation with the President, will produce social media content and a media release outlining their opposition to Israel's pinkwashing.

10.68 The NUS main socials will share this statement in a timely manner.

10.69 That the NUS believes that the liberation of Queer people necessitates the liberation of all, this is why NUS believes in a free Palestine

10.70 That NUS opposes the ongoing pinkwashing of the ongoing ethnic cleansing.

10.71 NUS recognises that justice for Palestinians requires an end to the siege

on Gaza and the occupation of the West Bank, the absolute right of return for the entire Palestinian diaspora, and an end to the legal apartheid administered by Israel.

10.72 NUS opposes Western imperialist interference in the Middle East, and calls for all Western aid to Israel to be stopped immediately.

10.73 NUS believes that the Israeli settlements in the West Bank are criminal, and should all be abolished, and the land and resources returned to the Palestinians.

10.74 NUS commits this to a statement.

10.75 NUS condemns Australian universities censoring pro-Palestine speech, including Victoria University and La Trobe University.

10.76 NUS condemns Australian universities censoring pro-Palestine speech that is not hate speech.

10.77 NUS supports the Boycott, Divestment and Sanctions campaign.

10.78 NUS supports the autonomous right of student unions in using the BDS campaign, in line with their constitutional requirements.

10.79 NUS supports the school students striking for Palestine.

10.80 NUS condemns all politicians who speak out against the brave school students who are taking a stand for Palestine.

10.81 NUS stands in solidarity with School Students for Palestine that conduct legal protests.

10.82 NUS stands in solidarity with students being censured by Israeli universities and the Israeli government for criticizing the bombardment of Gaza.

10.83 NUS commits this to a statement.

10.84 NUS supports the freedom of student unions and universities to cut ties with Israeli universities.

10.85 The National Union of Students upholds freedom of speech on campus as an important right for students, staff, and members of the public.

10.86 The National Union of Students opposes attempts by university administrations to crack down upon freedom of speech on campus, whether it comes in the form of:

- a. Disciplining academics for publishing their opinions in a personal or academic context
- b. Discipline against those engaged in protests, including academic discipline, legal discipline, and university-imposed fines
- c. Discipline on the basis of content of student publications.

10.87 NUS will commit this to a statement.

10.88 NUS Denounces the horrific disturbing and evil massacre carried out last night (13 Dec 2023) by the IDF.

10.89 NUS sees that there will be no justice in this world until every single troop is withdrawn from Gaza and the West Bank.

10.90 NUS calls for an end to the bombing and withdrawal of troops from all of Gaza and the West Bank.

10.91 NUS will commit to a statement to this effect.

## Small and Regional

- 11.1 The National Union of Students urges the government to provide free laptops and ensure affordable access to technology for regional students, acknowledging that these tools are essential for participation in modern educational environments.
- 11.2 The National Union of Students advocates for the government to implement initiatives that provide regional students with free textbooks and stationery, ensuring they have the necessary resources for their tertiary education.
- 11.3 The National Union of Students calls upon the government to establish financial assistance programs to alleviate the cost of living for regional students, including provisions for free or subsidised food, fuel, and other necessities, recognizing the economic disparities faced by students in remote areas.
- 11.4 The National Union of Students will:
  - a. Advocate for the adoption of this motion by engaging with government officials, policymakers, and relevant stakeholders to highlight the critical importance of supporting regional students.
  - b. Collaborate with regional student organisations and community leaders to build a unified voice in addressing the unique challenges faced by students in remote areas.
  - c. Continue mobilising students in support for this cause.
- 11.5 The National Union of Students advocates for universities to offer online classes as a mandatory option for regional students, ensuring they have access to quality education without being constrained by geographical limitations.
- 11.6 The National Union of Students emphasises the importance of creating flexible learning environments that accommodate the diverse needs of regional students, enabling them to pursue their studies without the need for

physical relocation.

- 11.7 The National Union of Students calls upon universities to provide digital access to educational resources, including textbooks and course materials, ensuring that regional students have the same level of access as their urban counterparts.
- 11.8 The NUS will demand university administrations adopt mandatory online options for regional students undertaking classes and the development of inclusive digital learning environments.
- 11.9 The NUS will work alongside student unions and regional students to mobilise student support for dual delivery campaigns.
- 11.10 The National Union of Students calls for a concerted effort to rebuild and strengthen student unions on regional campuses, recognising their significance in representing the diverse needs and concerns of students in these areas.
- 11.11 The National Union of Students asserts that all student unions, whether at universities or TAFE, should be affiliated with the NUS.
- 11.12 The National Union of Students calls for an increase in the Student Services and Amenities Fee (SSAF) funding allocated to student unions operating within regional campuses (both university and TAFE), recognising the unique challenges and resource limitations faced by these institutions.
- 11.13 The National Union of Students completely supports the implementation of compulsory student unionism, ensuring that all students can benefit from the collective advocacy, support, and representation provided by a student union.
- 11.14 The NUS will collaborate with regional student unions to understand the specific needs and challenges faced by students in these areas.
- 11.15 The NUS will continue advocating for the establishment of student unions in every university and TAFE.
- 11.16 The NUS will continue engaging in discussions with government bodies and educational authorities to secure increased SSAF funding for student

unions operating within regional campuses.

- 11.17 The NUS will continue to engage with and maintain its relationship with existing regional student unions.
- 11.18 The NUS will conduct nationwide awareness campaigns and outreach programs to promote the benefits of student unions and compulsory student unionism, by mobilising students and promoting activism in this space.
- 11.19 The National Union of Students ardently advocates for the establishment of a comprehensive platform that ensures regional students have free access to reliable and high-speed internet services.
- 11.20 The National Union of Students calls upon the government to collaborate with telecommunication providers to implement initiatives that address the specific needs of regional students, ensuring that free and efficient internet and telecommunication services are readily available.
- 11.21 The National Union of Students will adopt a nationwide advocacy campaign to raise public awareness about the digital inequalities faced by regional students.
- 11.22 The National Union of Students will actively engage with government bodies to formulate and advocate for free, reliable, and high-speed internet and telecommunication services for regional students.
- 11.23 The National Union of Students will foster collaboration with regional students to understand the nuanced challenges faced by students in different geographical areas.
- 11.24 The National Union of Students advocates for a comprehensive and inclusive healthcare policy that ensures all universities provide free, bulk-billed healthcare services for all students, recognising this as a fundamental component of student welfare.
- 11.25 The National Union of Students demands that regional universities address the specific healthcare challenges faced by students in regional areas by establishing and maintaining free, bulk-billed GP services to



guarantee equitable access to healthcare.

11.26 The National Union of Students will mobilise students across the nation to actively participate in campaigns, petitions, and other initiatives that advocate for the establishment of free, bulk-billed healthcare services on university campuses.

11.27 The National Union of Students will launch a comprehensive advocacy campaign to raise awareness about the healthcare disparities faced by students, particularly in regional areas.

11.28 The National Union of Students will demand that the Australian Government create legislation that ensures every regional university has a comprehensive healthcare clinic that provides crucial bulk-billed health care services.